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ABSTRACT

Sound management principles can help ensure that early childhood programs provide sound services to children and families. This document contains three training modules detailing fundamental management concepts to help Head Start staff and parents provide quality services. Module 1, "What is Management?" helps participants recognize how they use basic management functions in their personal lives and in interactions with Head Start staff, parents, and children, and includes activities to assess management skills. Module 2, "Everyone Plays a Role," links the concept of shared values with the process of teamwork and a comprehensive team approach to service delivery to allow participants to identify their own values and determine their roles in achieving the program's mission. Module 3, "Quality Is a Priority," helps participants understand the importance of quality and demonstrates how quality depends on shared Head Start values and the team process. Each module includes outcomes, key concepts, and background information that support the learning outcomes. Also, each module contains an opening activity related to the preface scenario so participants can apply key concepts to Head Start. The modules can be used sequentially, and the trainer can select and customize topics to match program needs. Various training formats are used: workshop activities, coaching activities, individualized follow-up activities related to each module, and continuing professional development activities. The final section of the guide is an annotated list of 41 print, organizational, and electronic resources. (Author/KB)

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HEAD START®

Training Guides for the Head Start Learning Community

Participating in the Management Process

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U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Administration for Children and Families
Administration on Children, Youth and Families
Head Start Bureau

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Participating in the Management Process

Training Guides for the Head Start Learning Community

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
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Head Start Bureau

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Preface

One of the proudest moments of my life was when my Head Start director and policy council chair walked to the front of a huge conference room filled with hundreds of Head Start folks from eight states. There we received our plaque from the regional office for the ***Most Improved Program in the Region****.*

Two years ago, this would have been impossible. We had serious management issues, but we decided it was time to turn the program around. As a family service specialist with the program, I was able to witness and take part in the total process. It started with teamwork and lots of talking with each other. We talked about how ***everyone****—from each teacher and each parent to all the management staff—should come up with ideas to help things run more smoothly.*

The board of directors said the entire program had to focus on quality and improving everything we did. We learned that we are all managers in some way, and we were encouraged to help management do a better job. We all had training, and consultants came to help us with our ***Quality Improvement Plan****. When we had the plan written and approved, we followed it step-by-step. There were team meetings once a month, with staff and parents going over our progress on the Quality Improvement Plan. Everyone had a say in what we should try. Some of the best ideas came from the parents and classroom staff because they were the ones who were with the children and knew what they needed.*

The first turnaround was in the Early Childhood Development and Health Services area. Two years ago, there were only six teachers with Child Development Associate credentials. Now, every classroom staff person is a Child Development Associate; in fact, we renamed the position to Child Development Associate, and obtaining this credential is a requirement for all new classroom staff.

Another turnaround was in the area of parent involvement and family partnerships. The staff and parents made it a top priority to get more parents to actively participate in the program. We found ways to meet them where they were comfortable. We got to know them better and to understand their goals more clearly. As a result, our parent involvement began to flourish.

*The board chairperson, policy council chairperson, executive director, management team, staff, and parents spent a weekend developing a mission statement and looking at the values of the program. We decided that the core value we wanted to embrace had to start with the relationships we were developing—relationships with children and their families as well as the relationships among the staff operating the program. Relationships gave us a focus. Staff at all levels had permission to try anything that would make a positive difference in their relationships with children, parents, and other staff members. We made a few mistakes, but we learned from them. Now, our staff and parents are full of ideas for improving the quality of everything we do.**

*This scenario is a compilation of experiences of several Head Start program staff, parents, and agencies.

Preface

Head Start has a mind and a heart. Sound management principles act as the message center, or mind, ensuring that a program can provide sound child and family development practices, the heart of what we do.

The family service specialist's story is one of many Head Start success stories. It illustrates how management forms the foundation needed to provide children and families with quality services. When a program has shared values, a clear mission understood by everyone, an unwavering focus on quality improvement, and a team approach to service delivery, successful outcomes are assured. In the scenario on the facing page, the mission is to focus on quality to improve all of the systems and processes. The shared values are based on the premise that relationships are essential to working together. In addition, ongoing and open communication is the essence of teamwork.

What is expected of Head Start programs in the area of management? The Head Start Program Performance Standards call for the following:

- Strong, committed governing bodies, policy groups, and management teams that provide effective leadership and oversight
- Energetic, well-qualified staff and parents who possess the skills and experience needed to provide high-quality, comprehensive services to children and families
- Effective systems and procedures, including planning, communication, record-keeping/reporting, and human resource management systems that support program services
- Ongoing self-assessment and monitoring to identify and correct program weaknesses
- Dynamic organizational structures that encourage a team approach to service delivery

Everyone plays a crucial role in helping staff and parents meet the challenges of building a quality Head Start program by providing ongoing training and learning opportunities. The management series from the *Training Guides for the Head Start Learning Community* invites you to give the staff and parents from your program the opportunity to develop and improve their management skills and competencies.

Preface

Participating in the Management Process is the first of the management training guide series. This foundation guide provides concepts and strategies that are essential *staff and parent development tools*. These tools can be presented at workshops, coaching sessions, or inservice training events. In addition, the strategies can be applied to specific work tasks, while the techniques can be applied to individual development plans. This guide contains management principles that *all people in your program* can apply as they strive to maintain and enhance quality.

Introduction

Overview

Purpose

Head Start delivers its services from people to people: 100,000 frontline staff and managers working with children and families every day. It is not a factory or technology; it is a social system. Our strategy to improve quality, therefore, needs to begin with the working environment for staff. Our energies need to be placed on . . . the interactions between staff and children and parents.[1]

In this statement, the Advisory Committee on Head Start Quality and Expansion recommends the path that programs must follow to realize Head Start's vision of providing quality services to children and families.

Twenty-first century Head Start programs need management concepts that focus on *quality* and a *team process*. To accomplish this task, everyone in the program must come together and understand his or her own values. Everyone must be committed to making a significant contribution to effective management. To manage well, each Head Start staff member and parent needs to understand how to apply the dimensions of planning, organizing, influencing, and evaluating.

A connection exists between values and the work one chooses to do. That notion is one of the primary reasons why people come to work for Head Start. They give their time and talent to Head Start because of an intrinsic attraction and personal reward—because Head Start fits with what they believe is good and worthwhile. Anything good and worthwhile deserves the best management foundation.

In Head Start, this management foundation helps staff members and parents understand how the mission statement guides the program's operation, how their ability to work as a team and fulfill their job responsibilities achieves the mission, and how personal responsibility for their own professional growth and development ensures program quality.

Participating in the Management Process establishes the foundation for reinforcing the management skills of all Head Start staff and parents.

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[1] U.S. Department of Health and Human Services, *Creating a 21st Century Head Start: Final Report of the Advisory Committee on Head Start Quality and Expansion* (Washington, D.C.: Government Printing Office, Head Start Publications Management Center, December 1993).

Introduction

This guide presents fundamental management concepts that all Head Start staff and parents can use to provide quality services. It has four themes:

- Management in Head Start is a team process that requires everyone to understand his or her role and responsibilities.
- Everyone manages something and, therefore, needs management skills. Recognizing, demonstrating, refining, and applying these skills result in a strong team effort.
- Everyone plays a part in achieving program quality.
- Change is a natural part of program growth and development. The ability to contribute and adapt to change can produce a high-quality program.

Outcomes

After completing this foundation guide, staff and parents will meet the following guide outcomes:

- Identify four basic management dimensions—planning, organizing, influencing, and evaluating
- Recognize how personal values influence program values
- Assess how critical their roles are to achieving the program mission
- Describe the elements of a quality Head Start program and the personal steps needed to continuously improve program quality

Audience

This guide is for all Head Start staff, parents, and volunteers—everyone involved in providing services to children and families. In addition, many of the training exercises are designed for groups and participants from diverse backgrounds who can assist one another in completing the activities.

Performance Standards

This guide applies Head Start core values and the Head Start Program Performance Standards. The Head Start Program Performance Standards require programs to:

- Partner with key management staff, the governing body, and the policy council to develop, review, and approve policies and procedures
- Develop and implement a planning process in consultation with the governing body, policy groups, program staff, and other community organizations

- Establish and maintain effective systems for communication, record-keeping, reporting, and monitoring
- Communicate with all parents enrolled and encourage their participation in the program

Organization

This foundation guide, *Participating in the Management Process*, consists of three modules:

- **Module 1:** *What Is Management?*

  This module helps participants recognize how they use basic management functions in their personal lives and in their interactions with Head Start staff, parents, and children. The activities also help the participants assess the management skills used in the Head Start program. By understanding the dimensions of management, participants recognize that management is a team process.

- **Module 2:** *Everyone Plays a Role*

  This module links the concept of shared values with the process of teamwork and a comprehensive team approach to service delivery. In addition, it provides participants with an opportunity to identify the values they share with other staff members and parents and to determine their roles in achieving the program's mission. They will view the program as a social system to better understand how the parts of the program work together.

- **Module 3:** *Quality Is a Priority*

  This module helps participants understand the importance of quality and demonstrates how the achievement of quality depends on shared Head Start values and the team process. Participants also examine the characteristics of a quality program. The activities help participants recognize how they deliver services in their program and see how they can continually improve the services they provide by looking at their individual roles and responsibilities.

Each module includes outcomes, key concepts, and background information that support the four guide outcomes. The Module Outcomes identify the skills participants will develop through completing the activities in the module. The Key Concepts outline the important ideas that participants must learn and understand to achieve the training outcomes. The Background Information explains and expands on the Key Concepts. The Background Information provides a context for the training activities and allows the trainer to present the information in several formats such as handouts, overheads, or lectures.

In addition, each module contains an opening activity related to the preface scenario so participants can begin to apply the key concepts in the module to Head Start.

Although the modules can be used sequentially, the trainer can select and customize the topics to match the program needs. For example, after completing a training assessment, the trainer may decide that it is better to examine values and establish a mission statement with his or her group (Module 2: Everyone Plays a Role), before addressing the dimensions of management (Module 1: What Is Management?).

This skill-based training guide is designed for individuals with various learning styles. It reinforces the Head Start philosophy that learning is an ongoing process for individuals and organizations and that staff, parents, policy groups, and governing bodies must continually seek new approaches to meet the needs of children, families, and communities.

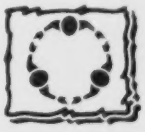
This training guide also includes various formats for training: workshop activities, coaching activities, individualized follow-up activities related to each module, and continuing professional development activities. The final section of the guide consists of an annotated list of resources. This Resources section provides additional information on the topics in the modules and can be used by the trainer to expand his knowledge of a particular topic or enhance the skills focused on in the guide.

Definition of Icons

Coaching

A training strategy that fosters the development of skills through tailored instruction, demonstrations, practice, and feedback. The activities are written for a coach to work closely with one to three participants.

Workshop



A facilitated group training strategy that fosters the development of skills through activities that build on learning through group interaction. These activities are written for up to twenty-five participants working in small or large groups with one or two trainers.

Next Steps: Ideas to Extend Practice

Additional activities assigned by the trainer immediately following the completion of the module to help participants review key information, practice skills, and examine their progress toward expected outcomes of the module.

Continuing Professional Development

Follow-up activities for the program to support continued staff development in the regular use of the skills addressed in a particular training guide. It includes:

(1) Opportunities tailored to the participant to continue building on the skills learned in the training

(2) Ways to identify new skills and knowledge needed to expand and/or complement these skills through opportunities in areas such as higher education, credentialing, or community educational programs

Introduction

At A Glance

Module	Activity	Time	Materials
Module 1: What Is Management?	(W) Activity 1–1: How We Did It!	20 minutes	*Handout 1: How We Did It—Our Management Skills* Scenario from the preface at the front of this guide Chart paper, markers, tape
	(C) Activity 1–2: Managing My Life	90 minutes	*Handout 2: The Dimensions of Management* *Handout 3: Performing Management Activities at Home and at Work*
	(W) Activity 1–3: Everyone Manages at Work	90 minutes	*Handout 2: The Dimensions of Management* *Handout 4: Planning* *Handout 5: Organizing* *Handout 6: Influencing* *Handout 7: Evaluating* Chart paper, markers
	Next Steps: Ideas to Extend Practice		*Handout 2: The Dimensions of Management*
Module 2: Everyone Plays a Role	(W) Activity 2–1: How We Did It!	20 minutes	*Handout 8: How We Did It—Values, a Common Mission, and Relationships* Scenario from the preface at the front of this guide Chart paper, markers, tape
	(W) Activity 2–2: What I Value Most	45 minutes	*Handout 9: What Are My Values?* *Handout 10: Head Start Core Values* Chart paper, markers

Module	Activity	Time	Materials
Module 2: Everyone Plays a Role (Continued)	(C) Activity 2–3: Portrait of My Work	90 minutes	*Handout 9: What Are My Values?* *Handout 10: Head Start Core Values* Scissors, paste, colored paper Markers and magazines
	(C) Activity 2–4: Achieving My Personal Mission	Session 1, 30 minutes Session 2, 90 minutes	*Handout 11: Journal Assignment Questions: Things to Reflect On . . .* *Handout 12: My Personal Head Start Mission Statement* *Handout 13: Head Start Mission Statement* Copy of program mission statement Spiral notebook
	(W) Activity 2–5: Everyone Contributes to the Mission	90 minutes	*Handout 13: Head Start Mission Statement* *Handout 14: Social Systems Model of a Head Start Program* Clear tape, markers Copy of program mission statement Prepared puzzle
	(C) Activity 2–6: Working Together	Session 1, 60 minutes Session 2, 90 minutes	*Handout 14: Social Systems Model of a Head Start Program* *Handout 15: The Cazeau Family* Construction paper (blue and white) Scissors, markers, staplers, tape, paste

Module	Activity	Time	Materials
Module 2: Everyone Plays a Role (Continued)	Next Steps: Ideas to Extend Practice		*Handout 12: My Personal Head Start Mission Statement* *Handout 14: Social Systems Model of a Head Start Program* *Handout 16: Personal Mission—Self-Development Plan*
Module 3: Quality Is a Priority	(W) Activity 3–1: How We Did It!	20 minutes	*Handout 17: How We Did It—Examples of Quality Service* Scenario from the preface at the front of this guide Chart paper, markers, tape
	(W) Activity 3–2: Quality Story	45 minutes	*Handout 18: What Is Quality?* Chart paper, markers
	(C) Activity 3–3: What Is a Quality Head Start Program?	60 minutes	*Handout 18: What Is Quality?* *Handout 19: Examples of Quality Strategies in Service Delivery Areas* *Handout 20: Strategies for Achieving Quality* Markers, index cards
	(W) Activity 3–4: Program Wheel of Quality	90 minutes	Chart paper, markers
	(C) Activity 3–5: Continuous Improvement and Quality Service	90 minutes	*Handout 21: Individual Wheel of Quality*

Module	Activity	Time	Materials
Module 3: Quality Is a Priority (Continued)	Next Steps: Ideas to Extend Practice		*Handout 19: Examples of Quality Strategies in Service Delivery Areas* *Handout 20: Strategies for Achieving Quality*

C = Coaching Activities

W = Workshop Activities

***M**astery of the management dimensions*
will not guarantee us an easier journey.
However, it will provide us with some tools
to help us carve our own path along the way.

—Sharon Hutchinson-Jones, Family Services Administrator
Schenectady Community Action Program, Inc.

What Is Management?

Outcomes

After completing this module, participants will be able to:

- Describe the four dimensions of management: planning, organizing, influencing, and evaluating
- Relate the dimensions of management to their roles in Head Start
- Define the management skills and activities involved in performing their jobs

Key Concepts

- All staff members and parents perform management activities within their own scope of work.
- Head Start staff and parents working together apply the four dimensions of management to their daily roles and responsibilities to effectively provide quality services for children and families.
- Program objectives are achieved when everyone works together as a team to practice the four dimensions of management.

Background Information

In many programs, sound management principles create the foundation for quality services for children and families. Parents and Head Start staff from all levels of the program constantly participate in processes that affect the overall quality of the program. However, as the needs of children, families, and communities shift, programs must help staff and parents recognize their roles in the management process and understand their impact on the quality of services. The first step in this task is for programs to help staff members and parents define management in Head Start.

In this module, participants will first define the four basic dimensions of management: planning, organizing, influencing, and evaluating. Then they will reflect on how these dimensions of management relate to their personal lives and their roles in Head Start.

Management in Head Start is a team process that requires all participants to understand their roles and responsibilities. The management process is based on a vision shared by all Head Start staff and parents—to provide quality comprehensive services that enhance the lives of children and families. This common vision requires every team member to participate personally in management activities.

Management Dimensions

The four dimensions of management include the skills needed to successfully participate in managing a Head Start program.

- *Planning* involves defining program objectives and the strategies for attaining them. Having an ongoing process for program planning is an element common to all quality programs. There are two types of planning: long-range and operational.

  Long-range planning is an ongoing process that begins with an assessment of community strengths, needs, and resources as well as emerging trends. Using these findings, Head Start staff can identify overall goals and short-term program and financial objectives that support the program's mission. Long-range planning is an inclusive process that requires shared decision making among board members, policy council groups, agency administrative staff, Head Start program staff, and other community organizations.

  Operational planning involves developing and implementing the strategies, activities, timelines, and responsibilities to carry out the program according to all Head Start requirements. Operational planning, sometimes called *short-range planning*, is more detailed and focused on the day-to-day program operations. Planning in this manner provides staff members and parents with a map for fulfilling their roles and responsibilities.

  Long-range and operational planning are essential for effectively meeting the changing needs of the Head Start community in the twenty-first century.

- *Organizing* involves using *structure*, *process*, and *procedures* to divide work into specific tasks and responsibilities so the program runs efficiently. Organizing requires both long-range and operational program planning.

  Organizing includes establishing organizational structures that help staff achieve program objectives and support a coordinated team approach to service delivery; developing guidelines that describe the major roles and responsibilities of each staff member; and creating schedules to adequately supervise and support staff and parents. It also includes maintaining record-keeping and communication systems that provide information to parents, staff (including Head Start, delegate agency, and grantee agency staff), policy groups, and the community.

  Organizing is essential for performing individual tasks more efficiently and helping programs integrate and coordinate services.

- *Influencing* involves directing, motivating, leading, delegating, and collaborating among staff, parents, and other agencies. It includes recruiting, training, and developing staff members and volunteers who possess the skills and commitment needed to provide children and families in the program with high-quality, comprehensive services; orienting and placing staff in positions that match their skills and experience; and helping staff and volunteers meet the challenges they face in these positions.

  Influencing also involves communicating to ensure that tasks are clearly understood and completed and that program objectives are met. To influence others in a positive manner, the governing bodies, Head Start staff, and parents should create and sustain an environment of partnership and collaboration across all elements of the program.

- *Evaluating* involves monitoring the day-to-day operation of the program to ensure that it meets the Head Start Program Performance Standards. This requires frequent reviews of program plans to check whether the program objectives are being met or whether adjustments are needed. It also requires using reporting systems to check program performance and operations.

  At the individual level, evaluating involves personal responsibility and willingness to follow the program's standard of conduct for interacting with children, families, and other staff. It also deals with a personal commitment to provide the best possible service.

  Like the other dimensions, evaluating is a continuous process. It requires a self-assessment process that provides quality-control measures and follow-up procedures.

The delivery of quality services to children and families requires the coordinated efforts of every staff member. Staff and parents play a crucial role in supporting the program's comprehensive approach. Staff members and parents can work together to plan, organize, influence, and evaluate. In other words, they can work together to manage their programs.

Module 1

Activity 1–1: How We Did It!

Purpose: Participants will discuss a brief scenario to begin to relate the key concepts in this module to Head Start.

Materials:

Handout 1: How We Did It—Our Management Skills
Chart paper, markers, and tape
Copy of preface scenario

Introduce Activity

1. Tell participants that they will begin their training by exploring some successful steps that one Head Start program took to learn more about the importance of everyone's role in the program. Relate the family service specialist's story from the preface scenario.

Distribute Handouts

2. Distribute a copy of *Handout 1: How We Did It—Our Management Skills* to each participant. Have participants read Handout 1 to themselves.

Discuss

3. Lead a brainstorming discussion to answer the following question, which is also listed on chart paper:

   - *What management practices are described in this scenario?*

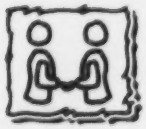
Record Responses

4. Record and discuss responses of participants on chart paper.

Close

5. Move to the next activity by telling participants that they will begin to explore the skills they use to carry out various management activities. In addition, this module will focus on what management means in Head Start.

Activity 1–2: Managing My Life



Purpose: Participants will identify the essential dimensions of the management process. They will recognize the management tasks they perform at home and in Head Start.

Materials:

Handout 2: The Dimensions of Management
Handout 3: Performing Management Activities at Home and at Work

Introduce Activity

1. Explain to the participants that everyone uses management skills at work and at home. In this activity, they will identify the management tasks that they perform.

Ask for Examples

2. Ask the participants to think of what they do to manage their daily tasks and responsibilities at home and at work. Some examples include:

   - Writing *to do* lists
   - Scheduling and attending meetings
   - Following up on assignments and projects
   - Balancing a checkbook
   - Asking friends to help with projects

Explain Management Dimensions

3. Refer to the Background Information and review *Handout 2: The Dimensions of Management*. Emphasize the following points:

   - **Plan.** Set goals, determine objectives, and develop strategies to attain those objectives.

   - **Organize.** Divide work into specific tasks and responsibilities. Create organizational structures and processes that support a team approach. Schedule work distribution. Develop flow charts.

   - **Influence.** Direct, motivate, lead, delegate, and collaborate with staff, parents and other agencies. Recruit, train, and develop staff and parents.

   - **Evaluate.** Set standards and checkpoints for work or tasks. Measure and evaluate for planning purposes. Develop self-assessments and quality improvement plans. Review budget records and produce reports.

Give Examples of Managing at Home

4. Distribute *Handout 3: Performing Management Activities at Home and at Work*. Ask the participants to think about a *personal goal* that they have achieved and the steps they followed.

   Referring to the handout, explain how to complete the exercise. Suggested example:

   At the beginning of the school year, a Head Start parent arranged after-school care for her school-age child for two hours each day. The management tasks she performed to do this are in Handout 3.

   Ask participants to list on the handout the planning, organizing, influencing, and evaluating tasks that they have performed to achieve their personal goals.

Give Examples of Managing at Work

5. Discuss with participants the activities that they perform to accomplish their responsibilities at work. Responses can include:

   - Getting to work on time
   - Organizing workloads
   - Participating in team meetings
   - Setting priorities

   Help the participants categorize their daily activities into the four management dimensions—planning, organizing, influencing, and evaluating.

Discuss Challenges

6. Examine with participants the challenges that they encounter at home and at work for each management dimension.

   Examples of challenges can include:

   - **Planning:** lack of time
   - **Organizing:** lack of needed resources
   - **Influencing:** lack of support, lack of trust in another person's ability to complete tasks
   - **Evaluating:** lack of measurement tools, lack of documentation

   Ask for examples of how participants handle these challenges.

Summarize

7. Summarize this exercise by emphasizing that everyone applies the dimensions of management at home and at work. Everyone strives daily to effectively use management skills to reach his or her goals.

Activity 1–3: Everyone Manages at Work

Purpose: Participants will recognize the management skills that they use at home and at work. They will also identify the value of planning, organizing, influencing, and evaluating as a team.

Materials:

Handout 2: The Dimensions of Management
Handout 4: Planning
Handout 5: Organizing
Handout 6: Influencing
Handout 7: Evaluating
Chart paper and markers

Introduce Activity

1. Begin by stating that the management process can be compared to going on a road trip:

   Planning: selecting the destination and reviewing the road map

   Organizing: tuning up the car and packing resources needed for the trip

   Influencing: motivating people to share driving and entertain children during the trip

   Evaluating: determining when you need gasoline and monitoring if you are on schedule

Ask for Management Examples

2. Explain that everyone uses management skills to some extent at home and at work. Ask the group for examples of management activities that they perform at home and at work. Some examples include:

   - Writing *to do* lists
   - Scheduling and attending meetings
   - Following up on assignments and projects
   - Balancing a checkbook
   - Asking friends to help with projects

   Explain that if program objectives are to be achieved, all staff and parents must work as a team and practice the dimensions of management (planning, organizing, influencing, and evaluating).

   The use of these four dimensions can improve communication among program service delivery areas to better meet the individual needs of children and families. Their needs are better met through coordinating daily activities, identifying resources, and improving collaboration among staff, parents, and community agencies.

Define Management Dimensions

3. Distribute *Handout 2: The Dimensions of Management* and review the definition of each dimension.

Give Examples of Dimensions

4. Give an example of a work task that relates to each dimension. You can use the following example that shows how to determine each child's health status, or you can create an example more appropriate for your group.

   Planning how to determine if each child has a source of accessible medical home care and is up-to-date on an age-appropriate schedule of well child care

Organizing the process and materials to ensure each child is receiving proper health care services and the procedures for diagnostic testing, examination, and treatment by an appropriate licensed professional

Influencing the flow of accurate and understandable information to parents, encouraging parents to actively participate in their child's health care process

Evaluating follow-up plans, health records, and status reports to track the health care services provided

Explain Group Activity

5. Have participants identify and select a program objective and list each one on chart paper. Separate the participants into four groups and assign each group a management dimension. Ask the groups to identify the tasks needed to accomplish the objective according to their assigned management functions.

   Distribute Handouts 4 through 7, matching the management dimension handouts to the assigned groups. Ask each group to discuss and list on the handout the tasks needed for each management dimension.

Debrief and Review

6. Have each group choose a volunteer to report to the entire group. As each group volunteer makes his or her report, chart the tasks for each management dimension under the objective. After each report, ask other groups if they can add tasks to the list. As the list for each dimension is completed, ask the following questions:

   Planning

   - *What obstacles make planning difficult?* (Sample responses: unexpected situations, not enough time in the workday to plan)
   - *What are the benefits of planning? Planning as a team?* (Sample responses: avoids confusion, helps prioritize work, improves communication)
   - *What management skills are required?* (Sample responses: ability to see the future, ability to set long-term measurable goals and objectives, ability to assess current and needed resources)

Organizing

- *What happens when you do not organize your work?* (Sample responses: efforts and tasks can be duplicated at different levels, critical tasks may be late or forgotten)
- *What is the value of organizing? Organizing as a team?* (Sample response: improves efficiency)
- *What management skills are required?* (Sample responses: communication, problem solving, conflict resolution)

Influencing

- *What are the biggest challenges to influencing?* (Sample responses: letting go, knowing when to delegate, knowing how to motivate, recognizing the act of influencing)
- *What are the benefits of influencing?* (Sample responses: getting individuals to participate in new activities, improving quality of work)
- *What management skills are required?* (Sample responses: motivating, delegating, directing, modeling, giving feedback, monitoring)

Evaluating

- *What methods does your program use to evaluate?* (Sample responses: self-assessments, monitoring, accreditation processes and research projects)
- *What would happen if the Head Start Program Performance Standards did not exist?* (Sample responses: unable to measure quality of performance, unable to compare level of service delivery to families)
- *What management skills are required?* (Sample responses: reviewing and monitoring work, measuring performance, using communication techniques)

Summarize

7. Conclude this activity by emphasizing that the management activities individuals face on a daily basis require planning, organizing, influencing, and evaluating.

   State that these dimensions are critical management activities that everyone performs individually and with his or her work team. To effectively achieve program objectives, staff and parents should:

   - Plan in advance to determine what tasks need to be completed
   - Organize how they will perform certain job tasks and develop the skills needed to work together
   - Use influencing techniques to motivate others and work effectively with each other
   - Evaluate their work to ensure that it is done efficiently and meets the performance standards

Next Steps: Ideas to Extend Practice

The following activities help participants review key information, practice skills, and assess their understanding of the concepts in this practice module. Some of these activities include writing tasks; however, discussions may be substituted for writing assignments.

Remind participants that the journal activities are intended only for reflection or discussion with a coach. No grammar, spelling, or punctuation rules apply when writing these activities.

- Have participants interview several parents from the program. Participants should ask each parent how they manage (plan, organize, influence, and evaluate) major tasks at home. For example, parents could be asked how they prepare meals, make repairs, and budget their money. Have participants write a list of the different strategies that parents use to manage key tasks in their lives. This list can serve as a reference tool to show how families are also managers.

- Have participants observe how staff members in their program area use management skills. Ask participants to list the management tasks that staff members perform. Refer to the skills in *Handout 2: The Dimensions of Management*. Have participants reflect on any new management strategies they observed and how they can use those strategies.

- Have participants work in pairs or groups to define key words related to performing the dimensions of management. To begin, distribute *Handout 2: The Dimensions of Management, Part I*. Use the handout to review the meaning of the management dimensions. Next, distribute four index cards to each participant. Ask each participant to write one of the management dimensions on the front of each card—planning, organizing, influencing, and evaluating. Referring to the examples given for each dimension on *Handout 2*, ask participants to work with the other members of their group to select one example of an action performed for each dimension and write the example on their index cards. Next, ask participants to work with their pairs/groups to write a working definition of each dimension on their index cards. In addition, tell them to include references to how they each perform the actions associated with the example. After participants complete the group assignment, ask them to share their working definitions with each other, giving all participants the opportunity to expand their definitions.

Handout 1: How We Did It—Our Management Skills

I think the key to improving our program was the decision to learn more about each staff member's role and how we can help each other. The value of helping one another became very clear at our first goal-setting meeting. Each Head Start staff member at the meeting shared his or her personal professional goals.

The first topic discussed was transitions. Betsy, a teacher, was looking for ideas on how to have smoother, more effective, and creative transitions between daily activities. Tara, the mental health specialist, said she uses singing as a transition activity. Jose, the family service specialist, said that when he goes on home visits, he talks to parents about the importance of planning for the transition from Head Start, such as getting ready for elementary school.

We continued to brainstorm ideas for transitions from various perspectives. We began to see ourselves as managers and felt motivated to learn more about how to do our jobs better. We now have three of these staff support meetings a year.

The next topic for our goal-setting meeting was the four basic management skills. These are planning, organizing, influencing, and evaluating. We quickly discovered that all of us use these skills. For example, Maria, another one of our teachers, **plans** special greetings for the parents. Roberto, the bus driver, **organizes** the bus route and fixes the schedule when new families join the program. Susan, one of our parents, **influences** two other parents, Sonya and Tomar, by picking them up for parent meetings. They now come regularly. We all agreed that we **evaluate** solutions for new ways to improve our program when we meet with community agencies, policy groups, and our families.

As a group, we decided that we wanted to fully develop our planning, organizing, influencing, and evaluating skills. We discussed the importance of using these skills in as many ways as we could. One staff member volunteered to talk to others in our program to come up with a list of how we could use these management skills cooperatively.

Summary Question

- What management practices are described in this scenario?

Handout 2: The Dimensions of Management Part I

Planning: Set goals and objectives, develop plans to implement goals

Organizing: Assess resources (needed and available), assign tasks, develop flow charts

Influencing: Make sure tasks are performed efficiently by you and others, work together

Evaluating: Set standards and checkpoints for evaluating work or tasks, measure and evaluate for planning purposes, maintain budget records, produce reports

Examples of Management Skills

Planning

1. Defining goals and missions
2. Forecasting
3. Programming
4. Setting objectives
5. Diagnosing
6. Strategizing

Organizing

1. Designing
2. Structuring
3. Staffing
4. Integrating
5. Scheduling
6. Establishing procedures

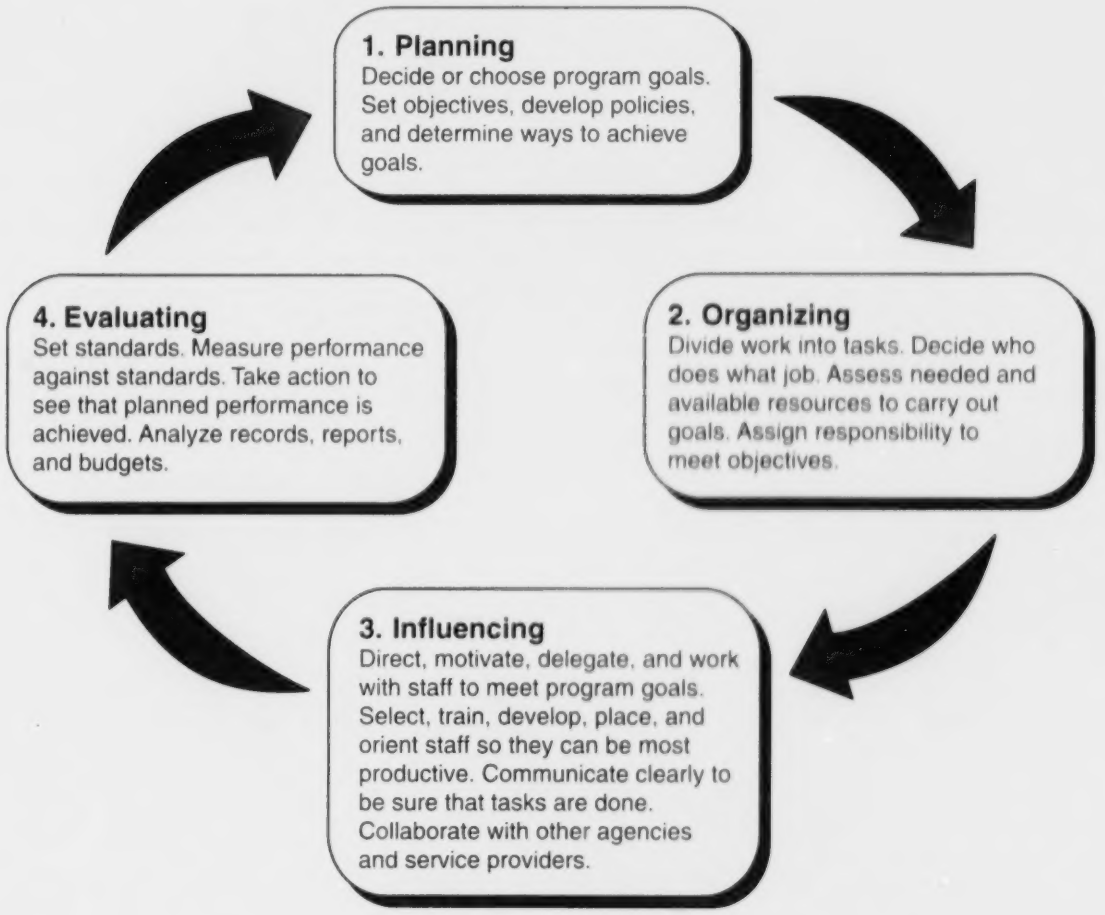
Influencing

1. Communicating
2. Directing
3. Delegating
4. Motivating
5. Coordinating
6. Collaborating

Evaluating

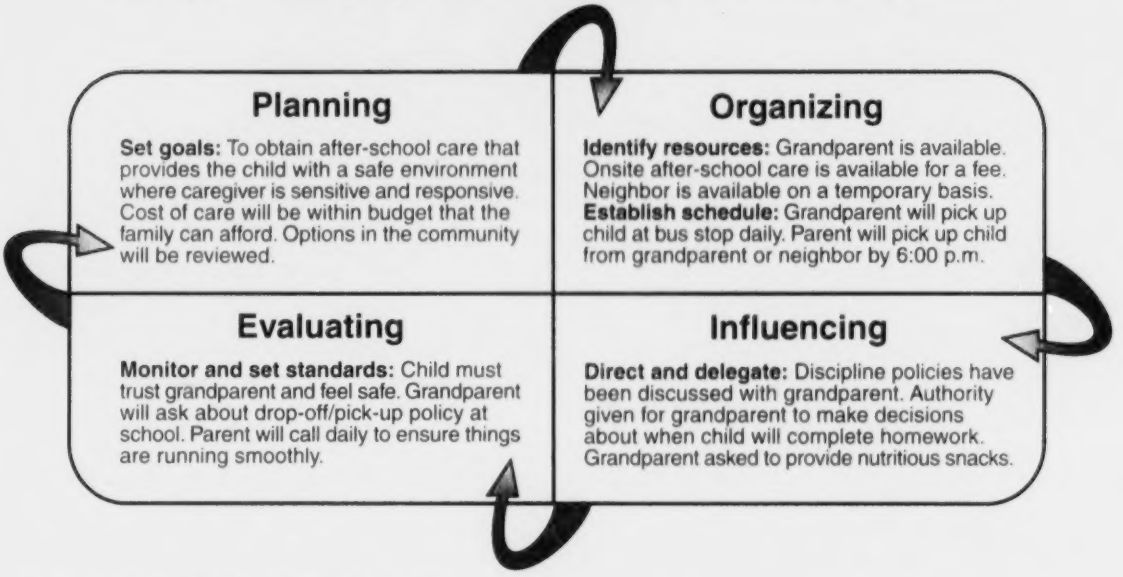
1. Setting standards
2. Measuring performance
3. Evaluating
4. Taking corrective action
5. Documenting
6. Generating periodic reports

Handout 2: The Dimensions of Management Part II


1. Planning
Decide or choose program goals. Set objectives, develop policies, and determine ways to achieve goals.
2. Organizing
Divide work into tasks. Decide who does what job. Assess needed and available resources to carry out goals. Assign responsibility to meet objectives.
3. Influencing
Direct, motivate, delegate, and work with staff to meet program goals. Select, train, develop, place, and orient staff so they can be most productive. Communicate clearly to be sure that tasks are done. Collaborate with other agencies and service providers.
4. Evaluating
Set standards. Measure performance against standards. Take action to see that planned performance is achieved. Analyze records, reports, and budgets.

Handout 3: Performing Management Activities at Home and at Work

Example: Arranging after-school care for school-age child


Planning
Set goals: To obtain after-school care that provides the child with a safe environment where caregiver is sensitive and responsive. Cost of care will be within budget that the family can afford. Options in the community will be reviewed.
Organizing
Identify resources: Grandparent is available. Onsite after-school care is available for a fee. Neighbor is available on a temporary basis.
Establish schedule: Grandparent will pick up child at bus stop daily. Parent will pick up child from grandparent or neighbor by 6:00 p.m.
Evaluating
Monitor and set standards: Child must trust grandparent and feel safe. Grandparent will ask about drop-off/pick-up policy at school. Parent will call daily to ensure things are running smoothly.
Influencing
Direct and delegate: Discipline policies have been discussed with grandparent. Authority given for grandparent to make decisions about when child will complete homework. Grandparent asked to provide nutritious snacks.

Personal goal that I achieved:

Steps I took to achieve goal

Planning:

Organizing:

Influencing:

Evaluating:

Handout 4: Planning

Definition: Planning is:

- Figuring out what to do
- Defining objectives and ways to achieve the goals
- Gathering thoughts and ideas from everyone involved
- Developing written planning documents

Program Objective:

Tasks:

-
-
-
-
-
-
-

Handout 5: Organizing

Definition: Organizing is:

- Dividing work into specific tasks and responsibilities
- Assessing available and needed resources
- Developing timelines, schedules, and flow charts of work process
- Establishing ways to report and exchange information between team members and program staff

Program Objective:

Tasks:

-
-
-
-
-
-
-

Handout 6: Influencing

Definition: Influencing is:

- Working with the team to ensure that tasks are performed effectively
- Assigning responsibility for tasks and authority to complete them
- Providing information, feedback, and support to achieve team goals
- Motivating others to participate

Objective:

Tasks:

-
-
-
-
-
-
-

Handout 7: Evaluating

Definition: Evaluating is:

- Checking on how work is done so performance standards are met
- Figuring out ways to assess if goals, objectives, or standards are met
- Choosing methods that measure and evaluate the use of resources for future planning
- Reviewing and analyzing budgets and records to assess effectiveness

Program Objective:

Tasks:

-
-
-
-
-
-
-

Head Start delivers its services from people to people: 100,000 front line staff and managers working with children and families every day. It is not a factory or technology; it is a social system.

—Creating a 21st Century Head Start: Final Report of the Advisory Committee on Head Start Quality and Expansion

Everyone Plays a Role

Outcomes

After completing this module, participants will be able to:

- Identify personal values and analyze how they support the program's values
- Describe their roles in supporting and achieving the program's mission
- Explain the significance of viewing the Head Start organization as a dynamic social system with interdependent parts that work together to achieve the program's mission

Key Concepts

- The daily contributions that Head Start staff and parents make to the program reflect their values.
- Everyone needs to understand how his or her individual contributions support the mission and values of the program.
- Viewing a Head Start program as a dynamic social system helps staff see how each job function is crucial to providing quality service.
- Achieving the program mission depends on the working relationship among all three program areas—Early Childhood Development and Health Services, Family and Community Partnerships, and Program Design and Management.

Background Information

Defining management, relating the dimensions of management to individual roles and responsibilities, and developing a coordinated team effort are the first steps to providing quality services. However, if these activities are going to succeed, certain elements must be in place to help staff members and parents understand how work in one area of the program affects overall program quality. Staff and parents must identify their values and discover how these values are reflected in the Head Start program. In addition, they must understand that their Head Start program depends on individuals working together to deliver comprehensive services.

For example, how does the interaction between food service staff and parents affect the involvement of parents throughout the program? How does inadequate supervision or support for social service staff affect relationships between teachers and parents? To understand how these

connections influence the program, Head Start staff and parents must have a team perspective of service delivery. They must see how everyone plays a role.

An important objective for staff and parents in Head Start is to build an environment that meets the needs of children and families. In this environment, everyone works *together to support the spirit and philosophy of Head Start. . . .* [In addition, this type of environment is] *based on mutual respect, self-worth, and . . . supportive and nurturing relationships.*[1] Programs must genuinely support the values of families to meet their current needs as well as any future needs that may be brought about by change.

The Head Start Program Performance Standards require programs to establish and maintain an organizational structure that supports the accomplishment of program objectives. The management team, each staff member, and every parent must work together as a motivated supportive team to create a program committed to the success of children and families. Creating a program of this nature involves understanding the roles and responsibilities of Head Start staff and the interrelationships among the governing bodies, the management team, and all staff and parents.

Program Roles and Responsibilities

Although the roles and responsibilities of the people in Head Start are partially defined in the Head Start Program Performance Standards, each program has considerable latitude to meet individual and agency needs. Some of the roles that exist in all programs include the policy council in grantees or policy committee in delegate agencies, board of directors, executive director, Head Start director, management team, advisory committees, additional staff, volunteers, and parents.

Policy Council or Policy Committee. This group comprises current Head Start parents and community representatives. One of their responsibilities is helping staff develop, review, and approve major governance and management policies and procedures. They also approve the hiring and termination of all Head Start staff, including the director. The policy council or committee links together and assists all the various center parent committees.

Board of Directors (Tribal Council, School Board, or Board of Commissioners). As the governing body for the grantee agency, the board of directors, tribal council, school board, or board of commissioners is

[1] U.S. Department of Health and Human Services, *Creating a 21st Century Head Start: Final Report of the Advisory Committee on Head Start Quality and Expansion* (Washington, D.C.: Government Printing Office, Head Start Publications Management Center, December 1993).

charged with general legal and fiscal oversight of the entire agency. The chair or president of the board receives official notification from the regional office about program funding guidance, on-site program reviews or monitoring, and the requirements to maintain or regain compliance with federal regulations. Direct involvement with day-to-day Head Start management is not the role of the board; however, a good communication and reporting system is essential to keeping the board members informed and supportive of Head Start activities.

Executive Director (or Designee). This individual usually supervises the Head Start director. He or she has general oversight of the administrative support functions such as financial and facilities management that the agency provides for Head Start. The executive director usually reports directly to the board of directors. In some agencies, the Head Start director and the executive director are the same individual.

Head Start Director. The director oversees the daily operations of the Head Start program. He or she has primary responsibility for program management. In collaboration with the policy council, executive director, and board of directors, the Head Start director formulates, coordinates, and implements the Head Start program plan.

Management Team. This group of core managers or coordinators varies from program to program. Some programs may include the policy council, board, grantee administrative staff, and Head Start managers on the management team. The management team is responsible for implementing all Head Start Program Performance Standards and managing the day-to-day activities of the Head Start program.

Advisory Committees. Head Start programs are required to establish and maintain a Health Services Advisory Committee. They may also establish any other advisory committees that are appropriate for their local programs. The functions of the advisory committees include addressing service issues and helping the agency respond to community needs.

Additional Staff and Volunteers. This group consists of specialists, teachers, and aides who work directly with children and families on a daily basis. It also includes individuals from the community who participate in programs, offering their talents, knowledge, and skills on a voluntary basis.

Parents. Because Head Start programs are family-centered programs, parents play a crucial role. They serve on the policy council, and their involvement in all the areas of the program, such as education, health, and nutrition, is key to meeting program objectives.

Module 2

Social Systems Concept

This module discusses the concept of systems theory to give participants a comprehensive understanding of how Head Start organizations operate. In systems theory, *the whole program* (organization) and its *parts* are examined. When applied, this concept allows all staff members and parents to step back from their program area and consider how their roles and responsibilities affect the entire program. If all the parts of the organization are clearly defined and operating properly and if everyone assumes an effective role, the program will provide quality services.

To understand Head Start as a dynamic social system in which everyone plays a significant role, apply the following questions to each of the *interrelated parts* of a Head Start program:

Purpose
What is Head Start's vision?
What is the mission of our program?
Is our mission clearly defined?

Structure
How is our work divided?
What roles and responsibilities do we have?

— Which individuals are responsible for the overall program? For Early Childhood Development and Health Services? For Family and Community Partnerships?

— What is the structure of our policy group?

External Environment
What is our relationship with other community organizations?
How do we work with our grantee agency?
How do we work with the Head Start regional office?
How are we affected by the recommendations of advisory committees?
How do we identify and address community needs?

Leadership
Who are our leaders?
What roles and responsibilities do they have?

Processes
What steps do we follow to do our work?

— Which management systems and procedures do we use?

— How do we make assessments?

How do we implement the performance standards?
How are decisions made?
How are values communicated? Are they clearly understood?

Culture
What values are represented in our program?
Do parents and staff have common values?
How do we provide a supportive and respectful environment?
What standards of conduct do we have?

People
How are relationships supported in our program?

- How do we promote staff-to-staff relationships?
- How do we promote staff-to-parent, parent-to-parent, staff-to-children relationships?
- How do we support communication between staff and the governing bodies?

What are our staff requirements?

Every organization has these interrelated parts, and each part provides a framework for addressing Head Start management issues. This framework also helps us ask the necessary questions to improve our programs.

Impact of Values

In the first three activities of this module, participants review values, a key element in the *culture* of the Head Start system. In these activities, participants explore the link between their personal values and the values of their program. The purpose of these activities is to help participants recognize that sharing values that support the Head Start philosophy helps people work as a team to achieve their goals.

Values are the main reason for working in partnerships with children, families, and communities day after day. Many aspects of the environment that affect people and give meaning to their lives influence values, including culture, childhood events, and peers. For example, inclusion is a Head Start value that has a significant part in the program's culture; inclusion involves building a supportive community in which each child and adult is treated as an individual. Collaboration is another important Head Start value; it involves building relationships among children, families, staff, and the larger community.

Module 2

Program Mission

The next two activities in this module deal with mission, a key element related to the *purpose* of the Head Start system. Participants complete exercises to identify their roles and responsibilities in achieving their program's mission. Because agencies or grantees may have a central mission statement, a Head Start program can develop guiding principles if a mission statement is not an option. Guiding principles and mission statements can achieve the same objectives.

A mission is the program's goal or the activities accomplished in partnership with Head Start families. How is the mission of Head Start put into action? By creating a mission statement. In *The Seven Habits of Highly Effective People*, Stephen Covey describes the role of the mission statement:

An organizational mission statement . . . truly reflects the deeply shared vision and values of everyone within that organization. . . . [It] creates a great unity and tremendous commitment. It creates in people's hearts and minds a frame of reference, a set of criteria or guidelines by which they will govern themselves.[2]

When people understand the mission of a program, they can focus on how to achieve it. This knowledge helps people see how they can contribute to and achieve the Head Start mission if they fulfill their roles and responsibilities.

Other Elements of Social System

The final activities in this module focus on reviewing the remaining elements of the Head Start social system. To understand how the program operates, participants use these activities to see Head Start as a dynamic *social system* of interrelated parts. Looking at Head Start comprehensively and seeing how its parts are interrelated gives everyone a broader perspective. Staff members and parents can understand how each job function is a critical link in providing quality service. Like links in a chain, people depend on one another to do their jobs, and when one part of the system changes, the other parts can be affected.

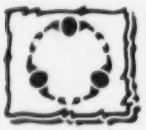
To work together effectively, Head Start staff and parents must see themselves participating in the process and recognize how their daily tasks contribute to achieving program goals. They need to accomplish the following:

- Identify their values and discover how these values are reflected in their Head Start program

[2] Stephen Covey, *The Seven Habits of Highly Effective People* (New York: Simon and Schuster, 1989).

- Understand that Head Start programs require individuals to work together in delivering comprehensive services

Activity 2–1: How We Did It!



Purpose: Participants will discuss a brief scenario to begin to relate the key concepts in this module to Head Start.

Materials:

Handout 8: How We Did It—Values, a Common Mission, and Relationships
Chart paper, markers, and tape
Copy of preface scenario

Introduce Activity

1. Tell participants that they will begin by exploring some successful steps that one Head Start program took in examining its own values and its program mission. Relate the family service specialist's story from the preface scenario.

Distribute Handouts

2. Distribute a copy of *Handout 8: How We Did It—Values, a Common Mission, and Relationships* to each participant. Have participants read Handout 8 to themselves.

Lead Discussion

3. Lead a discussion to answer the following question:

   - *What characteristics of a quality Head Start program are described in this scenario?*

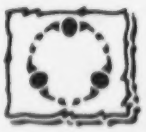
Record Responses

4. Record participants' responses on chart paper.

Close Activity

5. Move to the next activity by telling participants they will continue to explore how individuals in a Head Start program work together.

Activity 2–2: What I Value Most [1]



Purpose: Participants will define their values. They will analyze the link between their personal values and the values of the program.

Materials:

Handout 9: What Are My Values?
Handout 10: Head Start Core Values
Chart paper and markers

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[1] Adapted from *The Fifth Discipline Fieldbook* by Peter M. Senge and Charlotte Roberts et al. Copyright © 1994 by Peter M. Senge, Charlotte Roberts, Richard B. Ross, Bryan J. Smith, and Art Kleiner. Used by permission of Doubleday, a division of Bantam Doubleday Dell Publishing Group, Inc.

Module 2

Introduce Activity

1. Explain that values are deeply held views that come from many sources. In a sense, they determine who we are and what we want. Values also help form the Head Start program's culture. They reflect what we find worthwhile and fulfilling about working in partnerships with children and families. Values influence how we relate to each other and how we do our work. Therefore, if the program is going to meet the needs of families effectively, the values of agency leaders, the board of directors, policy councils, staff members, and parents must support the Head Start mission.

Separate into Groups

2. Have participants separate into small groups. Distribute *Handout 9: What Are My Values?* Ask participants to choose their five most important values from the list. Tell them that they can also add values to the handout. Explain that there are no right or wrong answers.

Work in Pairs

3. Instruct participants to share their values with the person sitting next to them, noting the values that they have in common.

Work in Groups

4. Ask participants to share their values with the other members of their group.

Reconvene Group

5. Ask one person from each group to report the values that the group identified. Write the responses on chart paper and continue around the room until all groups report their values. Summarize the responses and note the number of values that everyone shares.

Lead Discussion

6. Use the following questions to compare and contrast personal values with Head Start values:

   - *What values are the most important to the program?*
   - *What are the similarities between your values and Head Start's values?* (Distribute *Handout 10: Head Start Core Values* to help participants discuss Head Start's values.)
   - *How do your values fit your role in the program?*
   - *Do you experience any differences between your values and Head Start's values?*
   - *How can you deal with this challenge and still support Head Start's values?*
   - *How would you describe the culture of your program based on these values?*

Summarize

7. Conclude the activity by making the following points:

   - Our values help us see the importance of our work in Head Start
   - Our values affect our commitment to supporting the Head Start mission.
   - When everyone in the program shares values that support the Head Start philosophy, we can work as a team to achieve our goals.

Activity 2–3: Portrait of My Work

Purpose: Participants will clarify their values. They will analyze the similarities between their personal values and the values represented in the program and throughout the agency.

Materials:

Handout 9: What Are My Values?
Handout 10: Head Start Core Values
Scissors and paste
Colored paper, assorted markers, and magazines

Introduce Activity

1. Explain that values are deeply held views that come from many sources. In a sense, they determine who we are and what we want. Values also help form a Head Start program's culture. They reflect what we find worthwhile and fulfilling about working in partnerships with children and families. Values influence how we relate to one another and how we do our work. Therefore, if the program is going to meet the needs of families effectively, the values of agency leaders, the board of directors, policy councils, staff members, and parents must support the Head Start mission.

Represent Values

2. Tell participants that they will now have an opportunity to creatively represent their values. Explain that they will illustrate the values that are most important in their work life by creating one of the following:

   - Picture
   - Song
   - Billboard
   - Acronym
   - Poem
   - Commercial
   - Symbol
   - Phrase

Describe Values

3. Ask participants to describe how they represented their values. Distribute *Handout 9: What Are My Values?* Ask participants to check those values that they represented in their illustration. Discuss any additional values that they have represented that do not appear on the list.

Discuss Values

4. Use the following questions to compare and contrast personal values with Head Start values:

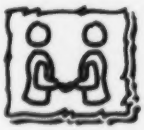
   - *What values are the most important to the program?*
   - *What are the similarities between your values and Head Start's values?* (Distribute *Handout 10: Head Start Core Values* to help participants discuss Head Start's values.)
   - *How do your values fit your role in the program?*
   - *Do you experience any differences between your values and Head Start's values?*
   - *How can you deal with this challenge and still support Head Start's values?*
   - *How would you describe the culture of your program based on these values?*

Summarize

5. Conclude the activity by making the following points:

   - Understanding our values helps us see the importance of our work in Head Start.
   - Our values affect our commitment to supporting the Head Start mission.
   - When everyone in the program shares values that support the Head Start philosophy, we can work as a team to achieve our goals.

Activity 2–4: Achieving My Personal Mission



Purpose: Participants will develop personal mission statements that support the mission of Head Start. They will also write action plans to achieve their personal mission statements.

Materials:

Handout 11: Journal Assignment Questions: Things to Reflect On . . .
Handout 12: My Personal Head Start Mission Statement
Copy of the agency's and/or Head Start's mission statement*
Spiral notebook for keeping a journal

* If the program does not have a mission statement, use the Head Start mission statement in *Handout 13: Head Start Mission.*

Coach Preparation Notes:

This activity includes various journal *writing* activities and will require two sessions that are at least one week apart. However, *discussing* the topics may be more appropriate for some participants instead of *writing* the responses. Either method will effectively reach the goal of the activity.

Keep Daily Journal, Session 1

Introduce Activity

1. Review with the participants the overall mission of Head Start. Emphasize that Head Start's mission is to provide comprehensive services to children and families. Explain that the program mission statement establishes the framework on which everything develops. It is the basis for program plans and strategies.

Discuss Mission

2. Stress that the program mission is not simply developed and communicated among the management team in isolation; everyone plays a part. Referring to a copy of the program's mission statement, ask participants to answer the following questions:

   - *Who should benefit from your services?*
   - *Who are your customers?*
   - *What kinds of services do they need?*
   - *How do the values of your program support what is valuable to them?*

Conclude the discussion by explaining to the participants that they will complete an activity that identifies their personal missions and how they relate to the program's mission.

Give Assignment

3. Explain to participants that their goal is to write personal mission statements. Ask them to prepare for this task by keeping a journal on their daily activities and job performance for one week. Tell participants that their journal entries can include what they like about their jobs and what they want to change about the level of service they provide. Instruct them to also record how they interact with children, families, and staff. Explain that after one week, they will discuss the information contained in their journals with you and use it to write a personal mission statement.

   Distribute *Handout 11: Journal Assignment Questions: Things to Reflect On . . .* . Tell participants that as they write their daily journal entries, they should answer the questions on Handout 11.

Write Personal Mission Statements, Session 2

Introduce Activity

1. Review the journal entries with the participants, individually discussing answers to the questions from Handout 11. Using *Handout 12: My Personal Head Start Mission Statement*, help the participants write personal mission statements. They should base their missions on their observations, journal entries, and personal reflections of their relationships with Head Start families, children, and other staff members.

Write Action Plan

2. Help participants write an action plan that will guide them in achieving their personal mission statements. Ask these questions:

   - *What steps do you need to take to support your personal mission statement? When will you take these steps?*
   - *What do you need to do* ***differently*** *to achieve your personal mission statement? When will you take these steps?*

Summarize

3. Conclude by emphasizing the contribution each participant makes to achieving the Head Start mission.

Activity 2–5: Everyone Contributes to the Mission

Purpose: Participants will work individually and as a group to identify their roles in achieving the program's mission. They will also describe the parts of a Head Start organizational system so they can gain a comprehensive perspective of service delivery.

Materials:

Handout 14: Social Systems Model of a Head Start Program (Note: Handout 14 can also be used as a transparency.)
Clear tape
White foamboard/chart paper, X-acto knife/scissors
Large marker
Large children's puzzle (approximately 11 x 17 inches) that contains approximately the same number of pieces as the number of participants that will be used to make a puzzle
Sets of colored markers
Copy of the program mission statement (If the program does not have one, use the Head Start Mission Statement in *Handout 13: Head Start Mission Statement.*)

Trainer Preparation Notes:

To prepare the program puzzle, follow these steps:

- Place the children's puzzle on the foamboard.
- Trace the outside border of the puzzle on one side of the foamboard. Cut out the shape of the border and discard the excess foamboard. (An X-acto knife works best.) Using a thick marker, write the program mission in the center of the foamboard shape.
- Turn the foamboard over. Take each piece from the puzzle, place it on the foamboard, and trace around it. After all the pieces have been traced, cut the foamboard puzzle apart. (Construct two puzzles if more than twenty participants are attending the workshop.)

Trainer Preparation Notes (Continued):

Alternatives:

The puzzle can also be traced on pages of chart paper that have been taped together to form one large sheet.

This activity can also be completed using a *pie* created from a paper plate or a circle cut out from a large piece of paper. Cut the pie into several triangular slices and have each participant write his or her job task on one slice of the pie. Put the pieces back together so participants will see how all the job tasks complete the pie.

You can further explain that no matter how you slice the pie, each individual's section or job task is critical for the whole pie to have value. The mission of a program can be completed only when all program areas and all members are contributing to the program, each filling a space or a specific responsibility in serving children and families.

Again, the mission can be written on the other side of the pie so members can see how all job tasks contribute to the mission.

Introduce Activity

1. Begin this activity by saying that people often have difficulty recognizing the contributions of their work. They view their days as going to work, getting their jobs done, and going home. However, they play a much larger role. Ask the following question:

   What are the most important job tasks that you perform each day?

Distribute Puzzle Pieces

2. Distribute the puzzle pieces and ask each participant to write *one* key job task on his or her puzzle piece. When all participants are finished, tell them to gather around a table and use their pieces to assemble the puzzle.

   After the puzzle has been built, have the participants tape the pieces together where they interlock. If there are not enough puzzle pieces for each person, have participants share pieces by writing more than one job task on one puzzle piece.

Read the Puzzle

3. When the puzzle is assembled, ask each participant to read his or her job task. Instruct participants to turn the puzzle over and read the other side—the mission statement for the program. Ask the following questions:

   - *How does each job task affect the total mission?*
   - *What would happen if we eliminated any of the puzzle pieces?*

   Emphasize that the mission, or puzzle, is **not complete** and is ineffective without the contributions of everyone. It holds together only when everyone works together as a part of the process or system.

> **Trainer Preparation Notes:**
>
> The purpose of Steps 4 and 5 is to compare the way a group operates (Step 4) with the way an organizational system (Head Start program) operates (Step 5).

Discuss Puzzle Activity

4. Ask participants what they did to complete the puzzle. Discuss the following questions:

   - *What was the **purpose** of the group assignment? Was it clear?*
   - *Did someone take a **leadership** role? What other roles were fulfilled?*
   - *What steps (**processes**) did you follow to complete the puzzle?*
   - *How did individuals assume different roles (**structure**)? How was the work divided?*

Explain Social Systems Concept

5. Ask participants to consider the *big picture* of a Head Start program. Explain that they will consider all the interrelated parts that are involved in operating the program.

   Distribute *Handout 14: Social Systems Model of a Head Start Program*. Explain the basic concepts of a dynamic social system, using the handout and background information. Emphasize the following points:

   - The way you worked as a group can be compared to the way an organization works.

- All parts work together as a whole or as a system to accomplish the group mission.
- A dynamic social system is a group of interdependent parts.
- Effective organizations work in parts.
- The circles in Handout 14 represent the parts of an organizational system. The name of each part is written in bold.
- Examples of each part are also written on each circle.
- Referring to the Background Information, give an example from your program to explain each circle on Handout 14. Emphasize that by using this framework, participants can focus on how their individual tasks are involved in achieving the purpose of Head Start. Lead a discussion to help participants relate their contributions to achieving the program's mission (purpose). Ask them the following questions about each specific circle on Handout 14:
  - **Purpose** (program's mission and goals). *What is your program's mission? What roles do you play in achieving it?*
  - **Structure** (how work is divided). *How do your roles and responsibilities contribute to achieving the mission? How do you develop new skills and competencies?*
  - **External environment** (Head Start regional office and community organizations). *With whom do you communicate in your external environment? How do these contacts contribute to achieving the mission?*
  - **Leadership** (Head Start director, executive director, policy council, board of directors, and management team). *What roles do your leaders have in achieving the mission? How do they help you perform your jobs?*
  - **Processes** (steps followed to do the work). *What steps do you follow to do your work? Do you collaborate with others to do your work?*
  - **Culture** (shared values, organizational climate, and environment). *What are the core values of this program? How do you support everyone's unique developmental, ethnic, and linguistic experiences and heritage?*

— **People** (all staff members, children, parents, and volunteers). *How do you support relationships with people in your program? Why must everyone work together to achieve the mission?*

Summarize

6. Conclude by asking the following questions to emphasize the key concepts in systems theory:

   - *How does a systems approach affect your work with families and each other?*
   - *What are the most important skills needed by everyone working in the program?*

   Emphasize the following points:

   - Everyone's efforts and contributions are important to the whole picture and in achieving the program's mission.
   - For the entire system to operate and meet ongoing challenges, all parts must work together to produce a quality effort.
   - Examining the roles and responsibilities of each member of the program allows everyone to see the interrelationships among staff, parents, the executive director, the director, and the governing bodies.
   - Understanding how the program operates shows how problems are interconnected. Problems cannot be solved and improvements cannot be made if solutions are created in a vacuum. Everyone must be included to work on the solutions.

Activity 2–6: Working Together

Purpose: Participants will recognize that everyone contributes to program quality. They will identify how program staff depend on each part of the Head Start organizational system to provide quality service.

Materials:

Handout 14: Social Systems Model of a Head Start Program
Handout 15: The Cazeau Family
Sheets of blue construction paper
Sheets of white construction paper
Scissors, markers, staplers, tape, and paste

Module 2

Coach Preparation Notes:

Participants will make paper chains, and each link will represent a task needed to provide a service. Participants will cut the white paper into strips and write their required job tasks on each strip. They will cut the blue paper into strips and label each strip with the tasks that staff in other service areas must do for them to complete their jobs.

Head Start Service Chain, Session 1

Introduce Activity

1. Begin Session 1 by explaining that each job is a critical link in the overall process of providing service. Each job contributes to the program's mission. People performing other jobs assist you in performing your job. Similarly, others depend on you to perform certain tasks so that they can provide reliable and responsive service. To perform roles effectively, everyone must rely on one another.

Discuss Scenario

2. To demonstrate how staff can help each other, tell participants to imagine that they are responsible for helping the Cazeau family feel welcome in Head Start. Using *Handout 15: The Cazeau Family*, discuss the tasks they each need to do to accomplish this.

Discuss Job Tasks

3. Ask participants to identify a service that they perform. Use the following questions to help them describe the tasks needed to provide the service:

   - *What do you do first? Next? After that?*
   - *What help do you need from other job functions or service delivery areas to complete the job?*
   - *What kinds of information, documentation, records, or other items must you provide to another service area or individual for the job to be completed?*

List Job Tasks

4. Ask participants to list, in sequence, the tasks they perform when providing specific services.

Make Paper Chain

5. Have participants cut the white paper into 2- x 6-inch strips and label each strip with one task from the list they created. Tell participants to cut the blue paper into 2- x 6-inch strips and label each strip with a task from the list that must be completed by another service area. Have them write the name of the other service area on the strip.

Once participants have written the job tasks on the appropriate strips, tell them to link each strip together in the correct sequence to form a service chain.

Explain Chain

6. Discuss the service chains with participants. Ask the following wrap-up questions:

   - *Would the quality of service that you provide be affected if the job functions that you depend on were eliminated? Why? How?*
   - *What do others need from you to provide effective services?*

Social Systems Concept, Session 2

Introduce Activity

1. Discuss the purpose of the paper chain exercise. Emphasize the following points:

   - An organization is like a chain. All the links or individual job tasks are necessary to hold it together.
   - The services that everyone provides and the individual job tasks that staff members perform contribute to a quality program.

Explain Social Systems Concept

2. Distribute *Handout 14: Social Systems Model of a Head Start Program*. Using the handout, explain the basic concepts of a dynamic social system. Emphasize the following points:

   - A dynamic social system is a group of interdependent parts.
   - The links on the paper chain can be compared to the parts of an organization. All parts work together as a group or system to accomplish the group mission.
   - Effective organizations work in parts.
   - The circles on *Handout 14: Social Systems Model of a Head Start Program* represent the parts of an organizational system. The name of each part is written in bold.
   - Examples of each part are also written on each circle.

- Referring to the Background Information, give an example from the program to explain each circle on Handout 14. Emphasize that by using this framework, participants can focus on how their individual tasks are involved in achieving the purpose of Head Start. Lead a discussion to help participants relate their contributions to achieving the program's mission (purpose). Ask them the following questions about each specified circle on Handout 14:

  — **Purpose** (program's mission and goals). *What is your program's mission? What roles do you play in achieving it?*

  — **Structure** (how work is divided). *How do your roles and responsibilities contribute to achieving the mission? How do you develop new skills and competencies?*

  — **External environment** (sponsoring agencies, Head Start regional office, and community organizations). *With whom do you communicate in the external environment? How do these contacts contribute to achieving the mission?*

  — **Leadership** (Head Start director, executive director, policy council, board of directors, and management team). *What roles do your leaders have in achieving the mission? How do they help you perform your jobs?*

  — **Processes** (steps followed to do the work). *What steps do you follow to do your work? Do you collaborate with others to do your work?*

  — **Culture** (shared values, organizational climate, and environment). *What are the core values of this program? How do you support everyone's unique developmental, ethnic, and linguistic experiences and heritage?*

  — **People** (all staff members, children, parents, and volunteers). *Who are the people in your program? Why must everyone work together to achieve our mission?*

Summarize

3. Ask the following questions to emphasize the key concepts in systems theory:

   - *How does a systems approach affect your work with families and each other?*

- *What are the most important skills needed by everyone working in the program?*

Emphasize the following points:

- Everyone's efforts and contributions are important to the whole picture and in achieving the program's mission.
- For the entire system to operate effectively and meet ongoing challenges, all parts must work together to produce a quality effort.
- Examining the roles and responsibilities of each member of the program allows everyone to see the interrelationships among staff, parents, the executive director, the director, and the governing bodies.
- Understanding how the program operates shows how problems are interconnected. Problems cannot be solved and improvements cannot be implemented if solutions are created in a vacuum. Everyone must work on solutions together.

Next Steps: Ideas to Extend Practice

The following activities can help participants review key information, practice skills, and assess their understanding of the concepts in this module.

- Ask participants to write an informational article for the program newsletter. The article should discuss the program's values, vision, and mission. It also should emphasize how these elements are represented in the services that the program provides to families. (This activity may be completed by having the participant make an oral presentation on the topic.)

- Instruct participants to develop a detailed professional development plan. They can use *Handout 12: My Personal Head Start Mission Statement* from Activity 2–4 as a reference. (Have them complete Handout 12 if they have not already done so.)

  Instruct them to complete the evaluation chart on *Handout 16: Personal Mission—Self-Development Plan.* Participants complete Part I of the self-development plan by recording the skills needed to achieve their personal missions. They complete Part II by:

  — Listing the professional skills they need to develop

  — Listing the steps that they will follow to develop these skills

  — Documenting the techniques that they will use to monitor their progress, including strategies to obtain feedback from supervisors or coaches and the dates to obtain that feedback

- Have participants attend the orientation of a new employee. Ask them to prepare a presentation that describes the entire program using terms from *Handout 14: Social Systems Model of a Head Start Program.*

Handout 8: How We Did It—Values, a Common Mission, and Relationships

An important barrier to our working as a team was that we did not share all the same values. This became clear when we began to develop our Head Start mission statement, which was guided by our agency mission statement. If we were going to work together as a team, we had to agree and commit to the values we felt were important. During weekly meetings, we spent time talking about why we chose to work with Head Start children and families—the values we share with each member of the program and agency, from the bus driver and the classroom aide to the policy council and the executive director. We realized that we shared three basic values that we could use to build our mission statement. These values are love and commitment for children, enthusiasm for creating an environment of learning for all, and the desire to respect one another. Agreeing on these three basic values took some time. It meant building trusting relationships, respecting each staff member's opinion, and understanding how we communicate and interact with the different areas in the program and agency. Our mission statement became very important to us. It was our vehicle to deal with difficult issues.

With our Head Start mission statement in place and approved by the policy council and board of directors, we could look objectively at our program. Our first step was to examine how the impact of work in one area of the program affected the overall program quality. At one of our weekly meetings, we made a breakthrough. Margaret, the family service specialist, said, "Yesterday I visited the Lawrence family. I saw that Liddy, their nine-month-old, is still very sick. Also, Sam, their seventeen-year-old, is interested in volunteering with us for the summer until college begins."

Darlette, the health specialist, said, "I am glad you told me that. Tomorrow I will make sure I give Mrs. Lawrence a call. I'll check on Liddy's diet and immunization schedule."

Then Maria, one of our teachers, said, "And I will see how her brother Jonathan is feeling in class tomorrow morning. I'll also ask Stephanie, the volunteer coordinator, to give Sam a call."

Margaret added, "Now I really see how my work affects your work. I think we could serve our children and families better if we could find a way to share this information."

Summary Question

- What characteristics of a quality Head Start program are described in this scenario?

Handout 9: What Are My Values?

Directions: Place a check next to the five values that are most important to you.

___ Being an advocate for others

___ Being a leader

___ Being competitive

___ Being famous

___ Being free to do what I want

___ Being loyal to others

___ Being physically and mentally well

___ Being responsible for my own actions

___ Being wealthy

___ Collaborating/working as a team

___ Discovering knowledge and wisdom

___ Embracing diversity (understand and accept cultures and individual and group differences)

___ Focusing on the meaning of life (religious beliefs and spiritual issues)

___ Giving and receiving love and care

___ Having a feeling of tranquility

___ Having a sense of humor

___ Having close friends

___ Having community relationships

___ Having enough time for myself and my work

___ Having financial security

___ Having good self-esteem

___ Having inner peace

___ Having power or control over others

___ Helping others

___ Mastering a skill

___ Nurturing others

___ Participating (giving time and talents)

___ Receiving credit for my work

___ Taking risks

___ Using my imagination

Handout 10: Head Start Core Values*

Quality—Striving to consistently provide the highest level of service to children and families. Head Start leadership seeks to create a dynamic and cohesive environment that fosters commitment and supports continuous improvement. To effectively accomplish its goals, Head Start respects, values, and uses the contributions of each child, family, and staff member, and Head Start respects and values the time, effort, and resources that the community provides.

Inclusion—Building a community where each child and adult is treated as an individual while maintaining a sense of belonging to the group. An inclusive community values, respects, and responds to diversity—in culture, ethnicity, language, and ability.

Empowerment—Believing that people can identify their own needs and interests and are capable of finding solutions and making changes. Head Start offers people opportunities and support for growth and change.

Collaboration—Building relationships among children, families, staff, and the larger community. A network of community agencies and informal networks in partnership with one another serves families. Head Start does not act alone, but it is a key player in a community of providers.

Learning—Creating for children, parents, and staff a culturally sensitive environment in which enhancing awareness, refining skills, and understanding are valued and promoted. Children, parents, and staff can teach and learn from one another.

Advocacy—Reaffirming that personal responsibility is critical to change, while acknowledging that social and economic factors negatively affect the lives and promise of children and families. Change occurs at the individual and systems levels and addresses both the symptoms and underlying causes.

Wellness—Embracing a comprehensive vision of health for children, families, and staff that assures that basic health needs are met; encourages practices that prevent future illness or injury; and promotes positive, culturally relevant health behaviors that enhance lifelong well-being.

Nurturing—Supporting the physical, social, emotional, and cognitive development of each child in the context of the child's family and culture. Development is supported through nurturing relationships among staff, parents, and children.

Diversity—Recognizing and embracing the idea that all members of the Head Start community—children, families, and staff—have roots in many cultures. Head Start families and staff, working together as a team, effectively transform negative responses to promote respectful, sensitive, and proactive approaches to diversity issues within their programs.

Continuity—Creating a continuum of care, education, and services to provide stable, uninterrupted support to families and children during the early childhood period beginning with birth through age eight.

* From the *Head Start National Training Contract Framework*, 1995.

Handout 11: Journal Assignment Questions: Things to Reflect On . . .

1. How did I handle myself with others at work today? What went well?

2. What did I like about the service I provided? What do I want to continue doing?

3. How did I interact with children, families, and Head Start staff?

4. What would I like to change about what I did today?

5. What new approaches can I use to do my work?

Handout 12: My Personal Head Start Mission Statement

Refer to the following questions to write your *personal mission statement.*

1. What are the needs of the Head Start children and families?

2. How do I help provide children and families with what they need?

3. How do I provide quality service to meet their needs?

MISSION STATEMENT

Handout 13: Head Start Mission Statement*

The overall goal of Head Start is to bring about a greater degree of social competence in the young children of low-income families. Social competence refers to the child's everyday effectiveness in dealing with both his or her present environment and later responsibilities in school and life. It takes into account the interrelatedness of cognitive and intellectual development, physical and mental health, and nutritional needs.

Key principles of Head Start include the following:

- Comprehensive services
- Parent involvement and family focus
- Community partnerships and community-based services

* Based on Head Start Program Performance Standards.

Handout 14: Social Systems Model of a Head Start Program

Handout 15: The Cazeau Family

Three-year-old Jonathan Cazeau lives with his mother and father, three brothers, two sisters, and his grandmother. He will be attending your program in two weeks. Jonathan's mother takes classes at the local community college. She also works part-time. Jonathan's father works for the local food bank, and his grandmother cares for the children during the day. The Cazeaus live in a two-bedroom apartment. They would like to move to a larger one soon.

Jonathan's mother worries about him attending Head Start. When he was eighteen months old, Jonathan was diagnosed with cerebral palsy. He began attending an early intervention program at age two. According to his Individual Family Service Plan, Jonathan receives physical, speech, and occupational therapy. The family is very involved in all of Jonathan's therapies.

You want to do your best to ensure that the Cazeau family feels welcome in Head Start. Given your position in Head Start, what can you do to help them?

1. What should you do first? Next? After that?

2. Who should you involve throughout the process?

3. What information, documentation, and records do you need to obtain from each service area? From other individuals? From other agencies?

Handout 16: Personal Mission—Self-Development Plan Part I

Skills required to successfully meet my personal mission:

Example: Effective listening

1. _____

2. _____

3. _____

4. _____

5. _____

Handout 16: Personal Mission—Self-Development Plan Part II

Skills to Develop (from Part I): *Effective listening (Example)*		
Steps to Take to Develop Skills 1. Listen for content 2. Take notes 3. Be sensitive to individual's feelings and needs 4. Ask questions 5. Rephrase 6. Summarize	**Techniques to Monitor Progress/Evaluation Date** 1. Keep journal 2. Ask others 3. List areas to improve 4. Evaluate progress *Date*: Six months later	**Evaluation Strategy** Arrange monthly meetings for *feedback* for six-month period
Skills to Develop (from Part I):		
Steps to Take to Develop Skills	**Techniques to Monitor Progress/Evaluation Date**	**Evaluation Strategy**
Skills to Develop (from Part I):		
Steps to Take to Develop Skills	**Techniques to Monitor Progress/Evaluation Date**	**Evaluation Strategy**

Handout 16: Personal Mission—Self-Development Plan Part II (Continued)

Skills to Develop (from Part I):		
Steps to Take to Develop Skills	Techniques to Monitor Progress/Evaluation Date	Evaluation Strategy
Skills to Develop (from Part I):		
Steps to Take to Develop Skills	Techniques to Monitor Progress/Evaluation Date	Evaluation Strategy
Skills to Develop (from Part I):		
Steps to Take to Develop Skills	Techniques to Monitor Progress/Evaluation Date	Evaluation Strategy

Handout 16: Personal Mission—Self-Development Plan Part II (Continued)

Skills to Develop (from Part I):		
Steps to Take to Develop Skills	Techniques to Monitor Progress/Evaluation Date	Evaluation Strategy
Skills to Develop (from Part I):		
Steps to Take to Develop Skills	Techniques to Monitor Progress/Evaluation Date	Evaluation Strategy
Skills to Develop (from Part I):		
Steps to Take to Develop Skills	Techniques to Monitor Progress/Evaluation Date	Evaluation Strategy

In our efforts to improve quality,
we must work holistically—
with people, systems, processes, and structure.

—Stephen Covey

Quality Is a Priority

Outcomes

After completing this module, participants will be able to:

- Define the key elements of a quality Head Start program
- Describe how each staff member's roles and responsibilities affect the quality of the program

Key Concepts

- The characteristics of quality Head Start programs are customer focus (children and families), a team approach, effective leaders, empowered staff, continuous improvement, and strong community partnerships.
- All staff, parents, and volunteers must work together to provide quality service.
- A key characteristic of quality is having everyone focus on continuously improving his or her work performance.

Background Information

When program staff and parents recognize their management roles in planning, organizing, influencing, and evaluating their work, they become more effective service providers for Head Start families. In addition, when parents and staff view Head Start as a dynamic social system, the value of taking a team approach to providing services becomes clear.

This module continues to discuss the elements of management, focusing on the meaning of *quality* in a Head Start program. In the first three activities, participants describe the *characteristics* of a quality Head Start program. In the last two activities, participants describe what *they do* to provide quality service. These activities emphasize *strategies for continuous improvement.*

Definition of Quality

The Advisory Committee on Head Start Quality and Expansion states that the quality of services must be a first priority; in other words, the basic element for a successful Head Start program is *quality*. All Head Start leaders are expected to provide quality, comprehensive services that foster each child's social competence.

The Head Start Program Performance Standards provide the tools, policies, and support leaders need to achieve quality service. In addition, every Head Start program is expected to establish trusting partnerships with parents and families that build on family strengths and competencies while supporting their cultures and languages. Head Start's mission is to

ensure that each family enrolled in the program is supported as it fosters the child's development and strives to attain personal family goals. A program that focuses on quality exceeds these expectations.

The primary customers in any Head Start program are children, their families, and the community where they reside. By focusing on continuous improvement, Head Start staff, parents, advisory committees, and policy groups can build the foundation that supports quality services for children and families. To continually improve, programs need strong, committed governing bodies and policy groups, as well as effective management systems and procedures that support innovative ideas. Providing quality services also requires everyone's participation and contribution—staff and parents with the commitment and skills to plan effectively, take responsive actions, assess program strengths, identify areas that need improvement, and work toward implementing the improvements they identify.

Characteristics of a Quality Head Start Program

Quality Head Start programs share the following general characteristics:

- *Customer focus* is the guiding principle of quality programs. In Head Start, our customers are the children and families we serve. Tim Nolan[1] discusses the closeness to the customer:

  The very fact that fifty-one percent (51%) of the members of the policy council are parents indicates this attempt at closeness to the real needs of Head Start families. In addition, parents are hired for entry-level positions, and the staff that is recruited reflects the racial and ethnic diversity of the families being served.

- A *team approach* is used to provide children and families with comprehensive services. Staff and parents collaborate to ensure that integrated quality services are offered. Programs work together to focus on the family and partnerships with parents, strengthen linkages with other community agencies, and achieve greater integration of program areas and coordinated service delivery.

  Service delivery requires an integrated approach: Early child development and health services are covered on one track, while family and community partnerships are covered on the other. Program design and management link these tracks together. Furthermore, a high level of parent involvement is important in planning, designing, and implementing innovative programs.

[1] Tim Nolan, "What Really Makes Head Start Work? You May Be Surprised!" *Executive Briefing* (Milwaukee, Wis.: Institute for Innovation in Human Services, 1994).

Using a team approach ensures that a system for record-keeping and budgeting exists to meet the ongoing challenges of program growth. Program staff and parents meet frequently to communicate and share information across program areas. Through this exchange, staff can better establish and maintain effective record-keeping systems that contain complete, up-to-date, and accessible information that can be used for continuous improvement.

- *Effective leaders* who use strong and inspiring management strategies are essential. The leadership of a Head Start program comes from its governing bodies and policy groups, including the board of directors and policy council, which are composed of parents and community representatives. The grantee and program administrators, directors, and managers also serve on the management team that provides leadership and direction.

  Paula Jorde Bloom[2] writes that *the program leadership should be the gatekeeper to quality*. The director of the Head Start program sets the standards for excellence in the Head Start community. Once leaders understand these requirements of service excellence, they have a road map that they can use to help their staff meet the needs of children and families.

- *Empowered staff* committed to providing outstanding service are an important characteristic of a quality program. To be empowered, people need to feel that they are a valuable part of a team. They must be encouraged to contribute their ideas and be recognized for their achievements. A team environment that empowers staff to provide outstanding services offers them opportunities for personal growth and develops their skills and abilities. As a result, program quality is enhanced, and staff can be energetic, creative, and motivated to work as a team and participate in decision making.

- A focus on *continuous improvement* is crucial so that staff can measure and improve how they do their work. Being part of a quality program means constantly looking for ways to perform better and make the day-to-day routines a little smoother for children and families. Doing only what is required is not enough. The *ongoing process to improve services* is essential to ensure that the other characteristics of a quality program can meet the ever-changing needs of children and their families.

[2] Paula Jorde Bloom, "The Child Care Center Director: A Critical Component of Program Quality," *Educational Horizons* (spring 1992): 138–145.

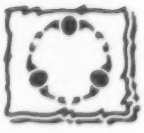
By implementing strategies for regular program assessment, staff can evaluate the level of quality performance, determine needed services, develop long- and short-range plans, and analyze and monitor how the work is being done. The Head Start Program Performance Standards help program staff measure their level of performance. A carefully designed, annual self-assessment process can guide programs in evaluating how well they are implementing their goals and objectives. Another important aspect of the planning process is the *Community Assessment* that each Early Head Start grantee and delegate agency must conduct to gather the information they need to best meet the needs in their service areas.

- *Strong community partnerships* created through communication and collaboration with other community organizations ensure that children, parents, and families receive quality services. These partnerships can be established with other health and human service agencies, local governments, school districts, local businesses, service associations, the media, and other local institutions.

In summary, if Head Start leaders, program staff, parents, and families are going to maintain a level of quality, they must:

- Define quality within their program
- Understand that improvement efforts apply to the entire program and involve everyone
- Determine how they can provide quality services that meet the individual needs of children and families
- Recognize that quality is dynamic and requires ongoing efforts—it is a continuous process

Opening Activity 3–1: How We Did It!



Purpose: Participants will discuss a brief scenario so they can begin to relate the key concepts in this module to Head Start.

Materials:

Handout 17: How We Did It—Examples of Quality Service
Chart paper, markers, and tape
Copy of preface scenario

Introduce Activity

1. Tell participants that their training will begin by exploring how one Head Start program improved the quality of services they provide. Relate the family service specialist's story from the preface scenario.

Distribute Handouts

2. Distribute *Handout 17: How We Did It—Examples of Quality Service.* Have participants read Handout 17 to themselves.

Discuss Scenario

3. Lead a discussion to answer the following question:

   - *What strategies are the staff and parents using to better meet the needs of children and families in the program?*

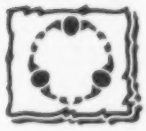
Record Responses

4. Record responses on chart paper and post them on the wall.

Conclude Activity

5. Tell participants that they are now going to explore in more detail what *quality* means in Head Start. Explain that the purpose of this module is to define the key elements of a quality Head Start program. In addition, state that the module will focus on how each staff member and volunteer can affect quality.

Activity 3–2: Quality Story



Purpose: Participants will describe their personal experiences with quality performance. They will identify the general characteristics of service excellence (quality performance).

Materials:

Handout 18: What Is Quality?
Chart paper and markers

Introduce Activity

1. Explain that we all have experienced quality performance or service excellence. Tell participants about one of your moments of quality service. Ask participants to take five minutes to think about their personal examples of service excellence. Tell them to think of one time when they were proud about the level of service they delivered.

Separate into Groups

2. Separate participants into groups. Ask them to take turns sharing their *personal service excellence stories.*

Tell Stories

3. Reconvene the entire group. Ask volunteers to describe the highlights of their stories. As participants tell their stories, list on chart paper the key phrases that describe acts of quality service. For example:

   - Helped implement general equivalency diploma (GED) classes at each center for Head Start parents, in collaboration with the local community education agency.
   - Developed a customized handbook for parents.
   - Worked on a committee that made recommendations on how to improve communication among service areas.

Analyze List

4. Using the Background Information describing the characteristics of a quality Head Start program, discuss the phrases listed on the chart paper. Emphasize that each program needs to use the Head Start Program Performance Standards as criteria to determine how it provides quality service. To help them analyze the list, ask the following questions:

   - *Who received the service?*
   - *What was needed?*
   - *How were these needs met?*

5. Ask participants which examples on the list demonstrate activities performed by quality Head Start programs. Ask which examples demonstrate:

   - *Customer focus (children and families).*
   - *Team approach.*
   - *Effective leaders.*
   - *Empowered staff.*
   - *Continuous improvement.*
   - *Strong community partnerships.*

Summarize

6. Emphasize that this activity reveals that everyone can provide quality service. Using *Handout 18: What Is Quality?*, summarize the characteristics of a quality program. Conclude by stating that everyone contributes to a quality program. Achieving excellence begins with individual responsibilities and the Head Start Program Performance Standards. The performance standards are the guiding steps to quality. Programs use them to determine how to continuously improve the services that they provide.

Activity 3–3: What Is a Quality Head Start Program?

Purpose: Participants will define the characteristics of a quality Head Start program. They will identify individual strategies to use in building a quality program.

Materials:

Handout 18: What Is Quality?
Handout 19: Examples of Quality Strategies in Service Delivery Areas
Handout 20: Strategies for Achieving Quality
Markers and index cards

Introduce Activity

1. Begin this activity by explaining that each Head Start program uses the performance standards as criteria for how to provide quality service. State that although every Head Start program is different,

programs that strive to provide service excellence share several characteristics. Explain that participants will now identify the major characteristics of quality programs that are represented in the performance standards.

Explain Quality Characteristics

2. Distribute index cards to participants. Ask them to list on index cards six major characteristics that describe quality service. Tell participants to think about the question *What is quality?* as they write their lists. Review their lists, comparing characteristics they identified with the items described in the Background Information.

   - Customer focus (children and families)
   - Team approach
   - Effective leaders
   - Empowered staff
   - Continuous improvement
   - Strong community partnerships

   State that each Head Start program has its own criteria or standards for quality, based on the performance standards, that explain *what* staff do and *how* they do it. Give specific, concrete examples of quality by explaining to participants that quality service strategies lead to ongoing improvements.

   Some examples of providing quality service are:

   - Recruit qualified staff, consultants, and volunteers who reflect the ethnic, cultural, and linguistic heritage of the children and families in the program. Having staff and volunteers who are knowledgeable about the community helps programs establish strong connections with families and address their diverse needs.

   - Seek out opportunities for personal growth and professional development. Taking active steps to develop new skills and competencies helps staff and parents improve their personal and team performance.

   - Select and install computerized record-keeping systems that save time and resources. These systems help manage family information while improving the quality and integrity of family and program data. This strategy saves time and reduces frustration for all staff and parents.

   - Develop strategies to provide comprehensive and integrated services for children and families. When planning services,

program areas must collaborate and work as a team. They must also communicate and partner with parents. Because many families interact with several program areas when accessing services, the integration and coordination of these services promotes smoother transitions for families and stronger relationships with families.

Encourage participants to expand their quality lists as they think of new ideas. Distribute *Handout 18: What Is Quality?* and discuss.

Distribute and discuss *Handout 19: Examples of Quality Strategies in Service Delivery Areas*, which shows examples of how to achieve quality service.

Complete Worksheet

3. Distribute *Handout 20: Strategies for Achieving Quality*. Instruct participants to complete the handout by listing the action steps and benefits to the program for each strategy.

Discuss Worksheet

4. Discuss worksheet strategies. Conclude the discussion and ask:

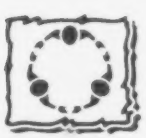
   - *Which action steps may be the most successful?*
   - *Which action steps may be the most challenging to use? Why?*

Summarize

5. To conclude this activity, emphasize that a quality program does not happen by accident; it requires hard work. Quality service requires careful planning and listening to parents and people in the community. It also involves working as a team, evaluating work performance, and continually looking for ways to improve the services provided.

   Explain that everyone contributes to a quality program. Achieving excellence begins with individual responsibilities and the Head Start Program Performance Standards. The performance standards are the guiding steps to quality. Programs use them to determine how to continuously improve the services they provide.

Activity 3–4: Program Wheel of Quality



Purpose: Participants will describe what they do to provide quality service. They will identify specific continuous improvement strategies.

Materials:

Chart paper and markers

Trainer Preparation Notes:

Before the activity begins, post blank sheets of paper around the room so each small group can draw a *Wheel of Quality*. Each group will:

- Draw two circles as shown in Step 3.
- Write the name of the program in the center of the small circle (the hub).
- Draw spokes extending from each hub.
- Label the spokes with different job titles.
- Under each job title, write examples of how each person *improves* his or her performance.

Introduce Activity

1. Explain that when people perform their jobs as effectively as possible, they affect the quality of the service that the program provides. Because people generally have some control over their roles and job tasks, they can control the quality of service that the program provides.

   Emphasize that providing quality service means continually looking for ways to improve *how* work is done. To assist participants with the concept of *continuous improvement*, explain that it requires everyone to participate in an ongoing assessment of program effectiveness. Improvement occurs over time as people constantly evaluate and adjust their work performances and the services they provide.

Lead Discussion

2. Use the following question to lead a discussion.

   *What do you do to **continuously improve** how you do your work?*

   Sample responses:

   - Gather feedback from customers (that is, parents and children) to find out what they think of the program.
   - Teach a lesson differently to improve it.

- Prepare flow charts to track the steps needed to complete a job.
- Meet with staff to discuss their suggestions on how to solve a problem.
- Work together to develop a strategy to solve a problem.

Illustrate Wheel of Quality

3. Use the following example to illustrate a *Wheel of Quality*.

Dog Wood South
Health Specialist
Improve Screening Process
Schedule ongoing evaluation of each site
Develop Health Newsletter
Education Specialist
Provide training on How to Read and Tell Stories to Your Child
Provide prop boxes for dramatizing stories
Teacher
Revise storytelling activities
Involve parents in reading and dramatizing stories
Improve community involvement plan
Recruit volunteers from senior citizens program
Arrange for onsite GED classes
Involve parents in writing and producing parent newsletter
Parent Involvement Specialist

Describe Wheel of Quality

4. Have participants separate into groups of four to six people. Tell each group to create a *Wheel of Quality*. Explain that the wheel should contain examples of *what* staff *do* to enhance the quality of the service(s) they provide. Tell each participant to draw a spoke on the wheel, write her job title on the spoke, and list on additional spokes strategies used to improve the quality of services she provides.

Lead Group Reports

5. Ask each group to select one person to describe the group's wheel. After all the groups have reported, ask these questions:

- *What did you discover about your current role in providing quality service?*

Sample responses:

— I should always consider what others might need from me.

— I should continuously consider how I can change the way I do things because changes in the program occur all the time.

- *What **overall management strategies** must be used to continuously improve the quality of services provided?*

Sample responses:

— I should continuously evaluate and assess community and family needs.

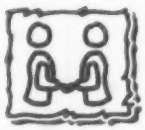
— Strategic and operational plans should be developed to meet those needs.

— I need to schedule follow-up evaluations to measure progress.

Summarize

6. To conclude this activity, say that everyone plays an important role in providing quality service. Therefore, staff must continually evaluate the strategies they use to do their jobs. In addition, staff must always be prepared to change and continuously improve the way they do their jobs so they can respond to new situations.

Activity 3–5: Continuous Improvement and Quality Service



Purpose: Participants will describe what they do to provide quality service. They will identify specific continuous improvement strategies that they use to improve how they do their work.

Materials:

Handout 21: Individual Wheel of Quality

Introduce Activity

1. Explain that providing quality service means continuously looking for ways to improve *how* work is done. State that continuous improvement means always assessing how effectively work is done.

Emphasize that improvement occurs over time as people frequently evaluate and adjust their work performances and the services they provide.

2. Discuss answers to the following question:

   What do you do to continually improve how you do your work?

   Sample responses:

   - Gather regular feedback from children and parents to find out what they think of the program.
   - Teach a lesson differently to improve it.
   - Prepare flow charts to track the steps needed to complete a job.
   - Meet with staff to get their feedback on how to solve problems.
   - Work together to develop a strategy to solve a problem.

Complete Wheel of Quality

3. Draw the *Wheel of Quality* on page 76 and use the illustration to discuss continuous improvement activities for a health specialist, education specialist, parent involvement specialist, and teacher. Distribute *Handout 21: Individual Wheel of Quality* and ask participants to write their job title on the hub (center circle) of the wheel. Tell each participant to write on each spoke an example of what they do to enhance the quality of the service they provide.

Discuss Wheel of Quality

4. After participants have completed their *Wheels of Quality*, discuss the following questions:

   - *What did you discover about your current role in providing quality service?*

     Sample responses:

     — I should always consider what others might need from me.

     — I should continuously consider how I can change the way I do things because changes in the program occur all the time.

   - *What **overall management strategies** must be used to continuously improve the quality of services provided?*

     Sample responses:

     — I should continuously evaluate and assess family, program, and community needs.

— Strategic and operational plans should be developed to better meet the needs of children and families.

— I need to schedule follow-up evaluations to measure progress.

Summarize

5. To conclude this activity, say that everyone plays an important role in providing quality service. Therefore, staff must continuously evaluate the strategies they use to do their jobs. In addition, staff must always be prepared to change and continuously improve the way they do their jobs so they can respond to new situations.

Next Steps: Ideas to Extend Practice

The following activities can help participants review key information, practice skills, and assess their understanding of the concepts in this module.

- Have a team compile a book that gives examples of how the program has achieved service excellence. The book can include descriptions collected from program staff and parents and pictures with captions describing the examples. Have the team share the book with all staff, parents, and community members.

- Ask participants to share their work from *Handout 20: Strategies for Achieving Quality* with members from one or two other service areas. Have them collaborate with these staff members to develop other steps for at least three of the strategies listed on *Handout 19: Examples of Quality Strategies in Service Delivery Areas*. They should consider the change or improvement they want to make; the action steps needed; and the responsibilities, schedules, and follow-up plan to use. In addition, participants can identify different strategies and the action and evaluation steps for those strategies.

- Ask participants to think about one or two major tasks that they perform daily. Ask them to brainstorm and list strategies they can use to improve how they perform those tasks.

Handout 17: How We Did It—Examples of Quality Service

When our group began to think about some of our new activities, we felt good about how we were working to improve the quality of the services we provide. Many staff members had reasons why they thought we were making these great strides. Here are some of their responses:

- Avery Biesk and Mary Trost are two new community volunteers. They assist the staff in the classroom, with various special events, and on field trips. They also work closely with the teaching staff to design creative play activities that meet the individualized goals of each child in the classroom. Avery says that this has been the most rewarding experience in his life. Both Avery and Mary are very comfortable with the children. When Avery and Mary are around, the children seem to really open up.

- Four staff members have formed a team: Kermit Bayvon, a health specialist; Dawn Timon, a family advocate; Britta Goodwin, a teacher; and Joyce Gilbert, the parent involvement coordinator. This group has developed a new intake form for our program. It has cut down the amount of time needed to get family information from sending programs. It has also reduced the number of forms families must complete because each program area can use the same form. In addition, the form contains family information that other community service providers also need. To develop it, the team collaborated with the health center, the adult training center, and two other community service providers that serve families in the program.

- The executive director and Head Start director have been working on a collaborative agreement with the local Job Training Partnership Act (JTPA) program, with the approval of the policy council. Based on our findings from the community assessment and program evaluation, we plan to implement on-site job training and career placement counseling for parents at each of our eleven centers for the next program year. We also plan to provide child care for the children whose parents are involved in job training, literacy, and GED classes or are seeking employment. Our board of directors has identified private and local funding support to help us extend our services to a full day so that we may better meet the needs of our families.

- The management team and the fiscal officer have selected and helped customize a new, computerized Head Start record-keeping and tracking system. They say the system is really easy to use. It saves hours of time in tracking and maintaining family information, updating records, and creating reports. To learn the new software, the administrative and clerical staff spent hours in computer training. While they were in training, the rest of the staff pitched in and helped with the regular workload.

Summary Question

- What strategies are the staff and parents using to better meet the needs of children and families in the program?

Handout 18: What Is Quality?

Q = Customer Focus (Children and Families)

Family (customer) focus is the guiding force of quality programs. Agencies must work with parents to plan, design, and implement innovative programs. Forming partnerships with families ensures that they can access the services and resources that match their interests and goals.

Q = Team Approach

A *team approach* is used to provide children and families with comprehensive services. Staff and parents collaborate to ensure that integrated quality services are offered. Programs work together to focus on the family and partnerships with parents, strengthen linkages with other community agencies, and achieve greater integration of program areas and coordinated service delivery.

Q = Effective Leaders

Effective leaders who use strong and inspiring management strategies are essential. The leadership of a Head Start program comes from its governing bodies and policy groups, including the board of directors and policy council, which are composed of parents and community representatives. The grantee and program administrators, directors, and managers also serve on the management team that provides leadership and direction.

Q = Empowered Staff

Empowered staff committed to providing outstanding service are an important characteristic of a quality program. To be empowered, people need to feel that they are a valuable part of a team. They must be encouraged to contribute their ideas and recognized for their achievements. A team environment that empowers staff to provide outstanding services offers them opportunities for personal growth and develops their skills and abilities. As a result, program quality is enhanced, and staff can be energetic, creative, and motivated to work as a team and participate in decision making.

Q = Continuous Improvement

A focus on *continuous improvement* is crucial so that staff can measure and improve how they do their work. Being part of a quality program means constantly looking for ways to perform better and make the day-to-day routines a little smoother for children and families. Doing only what is required is not enough. The *ongoing process to improve services* is essential to ensure that the other characteristics of a quality program can meet the ever-changing needs of children and their families.

Q = Strong Community Partnerships

Strong community partnerships created through communication and collaboration with other community organizations ensure that children, parents, and families receive quality services. These partnerships can be established with other health and human service agencies, local governments, school districts, local businesses, service associations, the media, and other local institutions.

Handout 19: Examples of Quality Strategies in Service Delivery Areas

Education Plan

Quality Strategy: Provide an organized, safe, and accepting environment for children and families.

Action Steps:

1. Identify developmental needs of each child and parent.
2. Set up a method for review and observation.

Health Plan

Quality Strategy: Provide health education for parents, including information on principles of health promotion, emergency first aid measures, and safety practices.

Action Steps:

1. Create process to provide orientation and training for parents.
2. Encourage parents to become involved in the health care process and give them information about preventive health care and safety.

Social Services Plan

Quality Strategy: Develop a plan to collect information about local resources and communicate it to staff and families.

Action Steps:

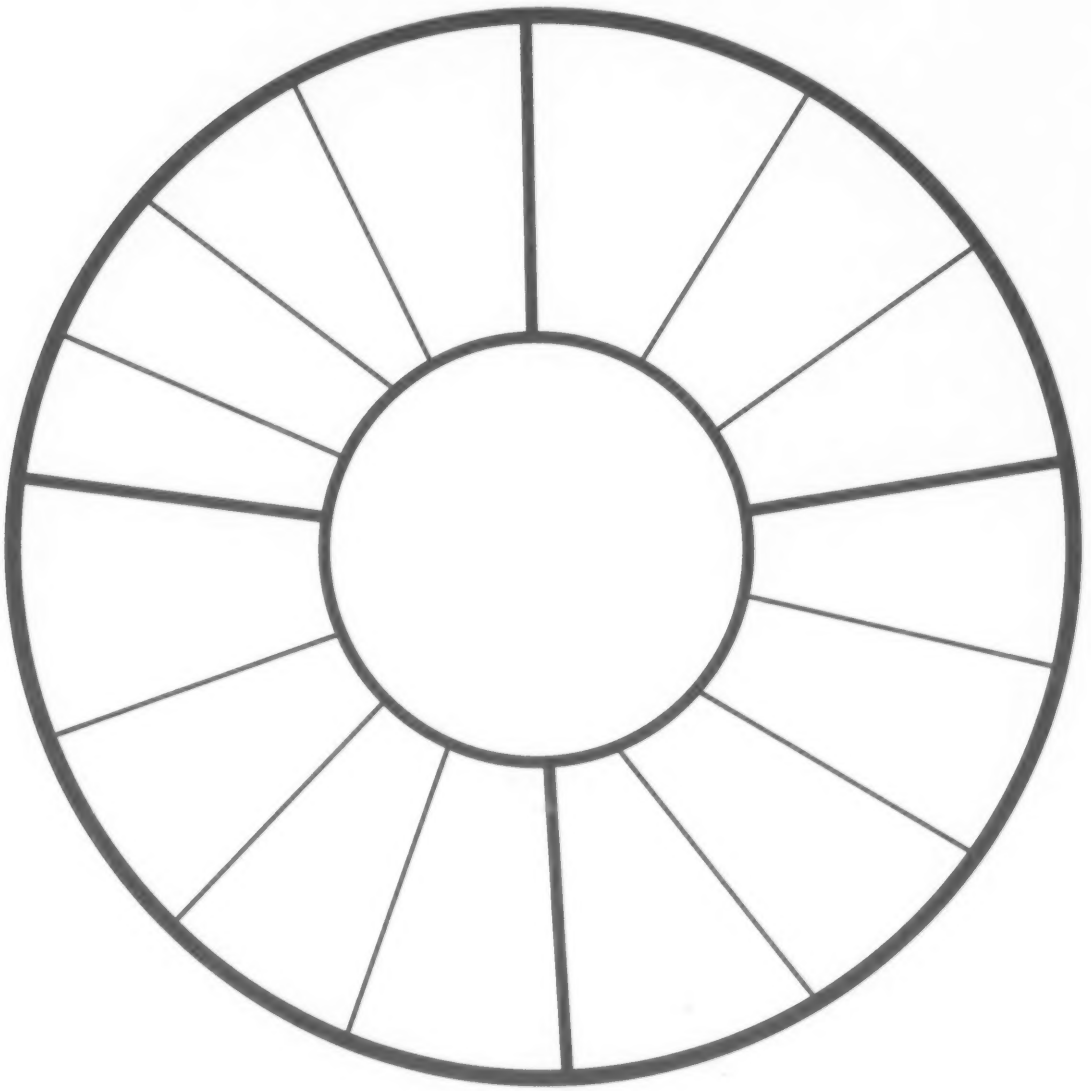
1. Develop a plan to access and refer families to available community services.
2. Outline how your program cooperates with community agencies to improve access to resources for Head Start families.

Handout 20: Strategies for Achieving Quality

Strategy: Seek opportunities for professional development	
Action Steps	**Benefits to Program**
Strategy: Encourage shared decision making	
Action Steps	**Benefits to Program**
Strategy: Work as partners with the governing bodies and executive director	
Action Steps	**Benefits to Program**
Strategy: Communicate information about new program policies and procedures to parents	
Action Steps	**Benefits to Program**

Handout 21: Individual Wheel of Quality

Directions: Write your job title inside the hub of the wheel. Add spokes to the wheel to represent what you do to improve the quality of service you provide. Write each example on a different spoke of the wheel.



Continuing Professional Development

Head Start staff can use the following activities during the year to complement and build upon the skills they developed in this guide.

Individual, Self-Guided Activities

- Develop a personal action plan to improve your management skills. Using the information from this training, list four objectives for developing personal competencies in the management area and outline strategies and timelines for achieving the objectives. Personal competencies may include planning a change, organizing the work of a new project, influencing others to develop new quality strategies and evaluating a particular work process. Select a partner from the training to help evaluate your efforts throughout the process.

- Conduct individual research on several organizations that provide quality awards and the process each organization uses to measure quality achievement. Compare your program with an organization that received one of the awards. What are the similarities? What are the differences? Examples of two awards are described below.

  National Head Start Association—The Quality Initiative. Adopted in 1994 by the National Head Start Board of Directors, this award recognizes and supports those Head Start programs whose operations exceed Head Start Program Performance Standards. The Quality Initiative is based on the following criteria: participation is voluntary, the goal is to promote and recognize practices of high quality in Head Start, and all programs can attain the levels of achievement and excellence.

  For more information, write to:

  NHSA Quality Initiative
  1651 Prince Street
  Alexandria, VA 22314
  Attention: NHSA Consultant for Quality Initiative and Other Special Projects

  Malcolm Baldrige National Quality Award. Named after the former Secretary of Commerce, The Malcolm Baldrige National Quality Award was established by former President Ronald Reagan on August 20, 1987. The award was developed to enhance quality awareness among American firms and recognize companies for business excellence and quality achievement.

Examiners rate applicants on a 1,000-point scale in the following categories:

- Leadership
- Strategic Planning
- Customer Focus
- Process Management
- Information and Analysis
- Human Resource Development and Management
- Business Results

For more information on the award, write to:

National Quality Program
U.S. Department of Commerce
National Institute of Standards and Technology
Gaithersburg, MD 20899

- Arrange a meeting with staff from other Head Start programs or an early childhood service agency. Share management concerns and strategies that promote *team spirit* or collegial partnerships. Arrange to minimize the costs associated with staff development by sharing the cost of management training sessions and conducting the sessions in one location.

Peer Coaching

- Help a co-worker develop his management skills. To test your level of competency, become a coach to a peer in your program. As part of your coaching responsibility observe your co-worker, discuss your reactions and observations, give positive feedback, and suggest alternative approaches. Activities to observe and coach can include team meetings, family meetings, and training activities.

- Compile resources for a peer to use to help expand her professional development. Resources may include readings, audiotapes, and videotapes.

Professional Organizations

- Join professional organizations that specialize in management and Early Childhood Education (ECE) so you can keep abreast of current strategies and trends in each area. Some management and ECE organizations include:

Management

The Academy of Management. The academy holds a prominent position in management education and research in the national and international management communities. Founded in 1936, today it has more than 10,000 members representing more than 60 nations. The Academy of Management's objective is to foster the understanding of management knowledge, improve management practice, and provide members with opportunities for professional growth through research information, education, and interaction with other members. For more information, contact:

The Academy of Management
P.O. Box 3020
Briarcliff Manor, NY 10510-8020
Attention: Director of Membership

American Management Association. This 70-year-old management association maintains the same goal it had when it was founded in 1926—to be the best and most complete resource for training and development needs. AMA provides valuable tools that allow members to deal with continual changes and challenges in the workplace. AMA members receive several management newsletters and journals, two business books per year, free use of their information resource center, and discounts on all AMA publications. For more information, contact:

American Management Association
1601 Broadway
Twelfth Floor
New York, NY 10019-7606

Continuing Professional Development

Early Childhood

National Association of Child Care Professionals. NACCP's mission is to strengthen the professional skill level of child care directors, owners, and administrators throughout the country. Strong management skills is the key to superior child care. For more information, contact:

National Association of Child Care Professionals
304-A Roanoke Street
Christiansburg, VA 24073
E-mail: *admin@naccp.org*

Continuing Education

Attend outside management training seminars offered through organizations such as the Chamber of Commerce, the Girl Scouts of America, or a Rotary Club. Register for continuing education classes or enroll in courses at your local community college in the areas of management, quality service, and corporate missions.

Books

Allen, Roger E. *Winnie-the-Pooh on Management*. New York: Dutton, Division of Penguin Books, 1994.

In this amusing, easy-to-read, thought-provoking book, Roger E. Allen uses characters from A. A. Milne's novels to discuss the six basic functions of management. In the book, a stranger uses Pooh Bear's adventures in the *100 Acre Wood* to teach him about management, providing wonderful analogies to management functions, including establishing objectives, organizing, motivating, developing people, communicating, and measuring and analyzing.

Bloom, Paula Jorde, Marilyn Sheerer, and Joan Britz. *Blueprint for Action: Achieving Center-Based Change through Staff Development*. Mt. Rainier, Md.: Gryphon House, 1987.

This guide on program analysis and action plans describes a comprehensive method for analyzing the elements of child care organizations and suggests techniques for implementing change. Major topics include child care centers as organizations, the dynamics of organizational change, the director's role in the change process, assessment of organizational and individual needs, and integration of organizational and individual needs. Several assessment tools and sample forms are also included.

Brown, J. F. *Administering Programs for Young Children*. Washington, D.C.: National Association for the Education of Young Children (NAEYC), 1995.

In this book, the author provides practical ideas for staff development, program planning, finance and budgeting, health issues, and family relations. The recommendations are compiled from articles by successful directors that appeared in *Young Children*, NAEYC's peer-review journal.

Caldwell, B. M., and A. G. Hilliard, III. *What Is Quality Child Care?* Washington, D.C.: National Association for the Education of Young Children, 1995.

This book addresses the essential elements of quality early childhood programs, provides action strategies for achieving such quality, and contains important research on the benefits of quality child care to society.

Resources

Cannie, Joan K., and Donald Caplin. ***Keeping Customers for Life.*** **New York: AMACOM, 1991.**

In this book, more than two hundred companies supply quality service data on satisfying customers. The most successful companies use the twelve basic steps of customer satisfaction, which include listening, responding to needs, and turning managers and leaders from task masters into customer champions and coaches. Each chapter includes several worksheets, a concluding summary, and additional resources.

Copple, Carol. Quality Matters: ***Improving the Professional Development of the Early Childhood Work Force. Report Based on a Meeting Held at the Carnegie Corporation.*** **New York: Carnegie Corporation, 1990.**

Findings from a meeting of thirty-five U.S. experts on early childhood education are synthesized in this report on high-quality early education and child care programs. The report is based on participants' responses to the following issues: (1) the state of knowledge about the effectiveness of preparation and training efforts, (2) the most important issues challenging preparation and training delivery systems, (3) ways to finance new programs, and (4) policy and program development strategies to improve early childhood preparation and training programs that are recommended for the federal government, the states, and the private sector to pursue. The skyrocketing increase in child care needs nationwide is cited, and the book emphasizes that quality is as important as quantity in service delivery.

Covey, Stephen. ***The Seven Habits of Highly Effective People.*** **New York: Simon and Schuster, 1989.**

The author presents the psychological aspects of success and achievement. Topics discussed include achievement characteristics, how to become as effective as we wish to be, and how to remove stumbling blocks. The index is written so that readers can easily locate problems and solutions.

Jablonski, Joseph R. ***Implementing Total Quality Management: An Overview.*** **San Diego: Pfeiffer & Company, 1991.**

This book is a guide to implementing Total Quality Management (TQM), a process for improving how organizations do their work. When effectively implemented, TQM increases productivity, improves customer satisfaction, reduces costs, enhances quality, and enhances the quality of

work life. The approach described recognizes the importance of getting top management commitment, defines management commitment, and describes how to create support and enthusiasm throughout the organization.

Kreitner, Robert. *Management: Fourth Edition.* Boston: Houghton Mifflin Company, 1987.

This textbook gives an excellent introduction to basic management principles. It introduces management theory, research, and practice and combines classical and modern management concepts with real-world examples. Major topics include organizational change, cost consciousness, crisis management, and teams. Additional sections include meeting management challenges; planning and decision making; organizing, staffing, and communicating; motivating and leading; controlling; and expanding horizons in management.

Maddux, Robert B. *Delegating for Results.* Menlo Park, Calif.: Crisp Publications, 1990.

In this book, the author stresses that in order for managers and supervisors to effectively perform their basic tasks—planning, organizing, motivating, and controlling—they must delegate. Furthermore, the book explains how effective delegation has a positive impact on productivity. Topics in this book include understanding the role of the manager, analyzing personal delegation, preparing to delegate, selecting the right person, preparing employees for delegation, and handling potential delegation problems. This book includes worksheets, practice case studies, exercises, and review tips for each major topic.

National Leadership Network Study Group on Restructuring Schools, U.S. Department of Education. *Toward Quality in Education: The Leader's Odyssey.* Washington, D.C.: U.S. Government Printing Office, 1993.

This resource guide was written by The Leadership in Educational Administration Development Program (LEAD), an office in the U.S. Department of Education established to improve the leadership skills of school administrators and other school leaders. Its study group developed this document to teach educators how to incorporate Total Quality Management (TQM) theory and practice in the educational system. The book includes current philosophies and practices of TQM and

organizational change from a variety of perspectives. This easy-to-read guide contains key concepts and inspiring quotes in the margins and can be used as a tool for continuous improvement activities.

Neugebauer, Roger, et al. *Developing Staff Skills, "The Best of Exchange" Reprint Collection # 7.* Redwood, Wash.: Exchange Press, 1990.

This book highlights selected issues on staff development in early childhood education that have been discussed in *Child Care Information Exchange* articles. This book also contains an alphabetized index of these articles, topically arranged, indicating month and year of publication.

Phillips, Deborah A. *Quality in Child Care: What Does Research Tell Us?* Washington, D.C.: National Association for the Education of Young Children, 1996.

This book discusses the importance of high-quality child care and the various ways of measuring it. In addition, several researchers explain their theories and discoveries on the subject.

Phillips, Deborah A., and Natasha J. Cabrera. *Beyond the Blueprint Directions for Research on Head Start's Families.* Washington, D.C.: National Academy Press, 1996.

This report captures comprehensive discussions by the Roundtable on Head Start Research on key questions about Head Start programs—poverty and current behavioral and social science research. The topics discussed include: the need to study family dynamics and development, new possibilities for studying social and emotional development, harvesting local programmatic inventions, and mental health issues in Head Start.

Scholtes, Peter R. *The Team Handbook.* Madison, Wis.: Joiner Associates, 1992.

Quality leadership, as described by the author, stresses the *results* of working on methods for team building. Problems are solved, not covered up. Scholtes stresses the seventh principle of quality leadership—teamwork. He demonstrates and defines teamwork by providing the reader with a step-by-step process, detailed descriptions and examples, sample

charts and diagrams, and suggested activities for each phase of the team building process. Quality leadership and team building topics include building the basics of quality improvement, planning a successful project, selecting the project and players, beginning the project, building the improvement plan, and learning to work together.

Senge, Peter, Art Kleiner, Charlotte Roberts, Richard Ross, and Byron Smith. *The Fifth Discipline Fieldbook*. New York: Bantam Doubleday Dell Publishing Group, 1994.

This practical guide shows how to create an organization of learners that identifies and challenges participants' perceptions, taps into their personal experiences and values, stresses collaboration, and tackles challenging issues. Topics include personal mastery, shared vision, systems thinking, and team learning. Icons and cross-references throughout the book help the reader define specific problems and solve them.

U.S. Department of Health and Human Services. *Creating a 21st Century Head Start: Final Report of the Advisory Committee on Head Start Quality and Expansion*. Washington, D.C.: Head Start Publications Management Center, December 1993.

The Advisory Committee on Head Start Quality and Expansion, a forty-seven-member group formed in June 1993, challenges the vision and potential of Head Start in the twenty-first century. The committee evaluates and recommends alternatives for program improvement and expansion. The recommendations include three basic principles: (1) ensuring that the Head Start vision is practiced through the services provided for children and families, (2) increasing the number of families served and expanding the variety of services provided to meet the individual needs of all children and families, and (3) developing partnerships with community and state institutions, legislators, and programs and continuously reviewing the effectiveness of these relationships as the program's needs change.

Walton, Mary. *Deming Management at Work*. New York: The Putnam Publishing Group, 1991.

This valuable resource for managers provides practical applications of Dr. W. Edward Deming's Management Method—Total Quality Control, which has been coined as Total Quality Management (TQM). The author reviews the history of Deming and his mission. Topics include the 14 Points of Total Quality Control, the 7 Deadly Diseases, the *85–15 Rule*,

Shewhart's Plan-Do-Check-Act Cycle for continuous improvement, and 7 Tools for collecting data. Walton also describes the TQM method as it has been used by various companies and organizations throughout the United States.

Whiteley, Richard. ***The Customer-Driven Company: Moving from Talk to Action.*** **Massachusetts: Addison-Wesley, 1991.**

This thoroughly researched book provides practical information on improving quality and customer service. It gives managers a step-by-step program for implementing, measuring, and rewarding service excellence. Each chapter focuses on the customer-driven company and uses case studies and observations made by outstanding leaders to describe a variety of creative ideas. Chapters end with *Action Points* for managers to consider and the final section includes a *Customer Focus Tool Kit*.

Articles

Arias, Pam. "Total Quality Management Simplified." ***Early Childhood News 7*****, no. 6 (Nov–Dec 1995): 29–30.**

In this article, the author maintains that Total Quality Management (TQM) is one method that helps monitor and improve the quality of child care. She lists four steps for a child care center to use in designing and implementing a TQM program, suggests that quality assurance in child care settings is an ongoing process, and demonstrates how TQM programs help in providing consistent, high-quality services.

Billman, Jean. "Child Care Program Directors: What Skills Do They Need? Results of a Statewide Survey." ***Early Childhood Education Journal 23*****, no. 2 (Winter 1995): 63–70.**

This article describes a survey of experienced child care directors who were asked to prioritize the skills essential for new directors. It also recommends that administrative skills considered essential by those in the field be compared with state standards for licensing.

Kaufman, Roger A. "A Synergetic Focus for Educational Quality Management, Needs Assessment, and Strategic Planning." ***International Journal of Educational Reform 3*****, no. 2 (April 1994): 174–180.**

This article introduces a four-phase framework that integrates strategic planning and quality management through scoping, data collecting, planning, and implementing and evaluating processes.

Neugebauer, Roger. "The Movers and Shapers of Early Childhood Education." ***Child Care Information Exchange*****, no. 106 (Nov–Dec 1995): 9–13.**

This article is based on a journal readers' poll that names two hundred professionals who have shaped the early childhood care profession. The article profiles thirty of these individuals who represent the rich diversity of early care professionals. It also includes brief biographies of these individuals and their personal comments regarding their contributions to the field.

Nolan, Tim. "What Really Makes Head Start Work? You May Be Surprised!" ***Executive Briefing*** **(1994).**

In this article, Tim Nolan discusses what makes Head Start successful and the *visible dimensions* of a program—mission, structure, regulations, and systems—that should be evaluated to determine the program's effectiveness. The partnership between Head Start and the local community is also a critical element. In addition, the author identifies eight *soft dimensions*—trust, compassion, unpunishing nature, positive attributes, focus on the child, closeness to the customer, psychological contract with no limits, and persistence. The article concludes with next steps suggested by parents, staff members, legislative leaders, and school board members.

Magazines/Journals

Child Care Information Exchange **(Redmond, Wash.: Exchange Press).**

Edited by Bonnie and Roger Neugebauer, this bimonthly magazine contains insightful articles on various topics in the early childhood education field. Directors have the opportunity to review information on issues such as how to address change in child care programs, how to

manage programs and centers, how to evaluate leadership skills, and how to collaborate. To subscribe, contact:

Exchange Press
P.O. Box 2890
Redmond, WA 98073

***Early Childhood News: The Journal of Professional Development* (Dayton, Ohio: Peter Li).**

Published six times per year by the Peter Li Education Group, this magazine contains articles for educational professionals who work with young children from birth to six years old. Readers can register to obtain continuing education units (CEUs) and training hours from the University of Wisconsin-Stout by reading specified articles and taking a short quiz. To subscribe, e-mail: webster@loopback.com, or contact:

Peter Li Education Group
330 Progress Road
Dayton, OH 45449

***Early Childhood Today* (Jefferson City, Mo.: Scholastic).**

This magazine is for everyone involved in teaching and caring for infants and children through age five. It is published eight times annually. Article topics include best practices in the classroom, family communication systems, current issues in early childhood administration and supervision, and professional resources in the field. To subscribe, contact:

Early Childhood Today
P.O. Box 54814
Boulder, CO 80322

***Educational Leadership: The Association for Supervision and Curriculum Development Magazine* (Alexandria, Va.: Association for Supervision and Curriculum Development).**

Published eight times a year, September through May, this magazine contains a variety of viewpoints on issues confronting the educational community. Although this magazine is intended primarily for leaders in

elementary, middle, and secondary education, it is for anyone interested in curriculum, instruction, supervision, and leadership. To subscribe, e-mail: el@ascd.org, or contact:

ASCD
1250 North Pitt Street
Alexandria, VA 22314-1453

***Executive Excellence: The Magazine of Leadership Development, Managerial Effectiveness, and Organizational Productivity* (Provo, Utah: Executive Excellence Publishing).**

Edited by Stephen Covey and Kenneth Shelton, this monthly publication provides background on personal and organizational growth and development. The magazine reviews current trends and insights into personal and organizational leadership. Article topics include culture and diversity, leadership, service excellence, reinventing organizations, vision, and change. To subscribe, contact:

Executive Excellence
3507 North University Avenue
Suite 100
Provo, UT 84604-4479

***The Future of Children Journal* (Los Altos, Calif.: Center for the Future of Children, the David and Lucile Packard Foundation).**

The *Future of Children Journal* is published three times a year by the Center for the Future of Children. The journal contains timely information on major issues related to children's well-being, with emphasis on providing objective analysis and evaluation, resources, and referrals. To subscribe, contact:

Center for the Future of Children
The David and Lucile Packard Foundation
300 Second Street
Suite 102
Los Altos, CA 94022

***Management Review: The American Management Association Magazine* (New York: American Management Association).**

This monthly magazine contains a variety of stimulating articles on business and management. Topics are typically divided into the following categories: Human Resources, Leadership, Special Interviews, Cutting Edge, In Practice, The Front Lines, Legal Briefs, and AMA Member Spotlight articles. To subscribe, contact:

AMA
P.O. Box 319
Saranac Lake, NY 12983

***NHSA Journal: The National Head Start Association* (Alexandria, Va.: National Head Start Association).**

Offering insights on how to handle the current challenges facing Head Start, *NHSA Journal* is published quarterly by the National Head Start Association to report on activities and issues important to Head Start programs, directors, staff, parents, and friends. Topics include management of Head Start programs, preventive health care, job training, immunization, family needs, welfare reform, and state collaboration and coordination of services to children and families. To subscribe, contact:

NHSA Subscriptions
Department 899
1651 Prince Street
Alexandria, VA 22314

***Young Children: The Journal of the National Association for the Education of Young Children* (Washington, D.C.: National Association for the Education of Young Children).**

A peer-reviewed journal featuring the latest in early childhood research, theory, and expert classroom practice, this publication is published six times a year and provides a forum for discussion of major issues and ideas in the early childhood education field. Article topics include

administration, quality, training, developmentally appropriate education, and networking. To subscribe, e-mail: membership.naeyc.org, or contact:

NAEYC
1509 16th Street, NW
Washington, DC 20036

Internet/World Wide Web Sites

Early Childhood Education On Line
www.ume.maine.edu/~cofed/eceol/

This web site offers support and opportunities for information exchange to all educators, families, caregivers, and others interested in providing quality care and learning situations for young children from birth through eight years.

Early Childhood News: The Journal of Professional Development **(Dayton, Ohio: Peter Li).**
www.Earlychildhoodnews.com

Published six times per year by the Peter Li Education Group, this magazine contains articles for educational professionals who work with young children from birth to six years old. Readers can register to obtain continuing education units and training hours from the University of Wisconsin-Stout by reading specified articles and taking a short quiz.

ERIC Clearinghouse on Educational Management
http://darkwing.uoregon.edu/~ericcem/home.html

The Clearinghouse on Educational Management contains a wealth of information and resources for teachers, administrators, managers, board members, parents, and community members.

ERIC Clearinghouse on Elementary and Early Childhood Education
http://ericps.ed.uiuc.edu/ericeece.html

The Educational Resources Information Center's Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) is a national information system supported by the U.S. Department of Education. ERIC/EECE collects and disseminates research, literature, fact sheets,

and briefing papers on issues pertaining to children's development and education.

Center for Career Development in Early Care and Education, Wheelock College
http://ericps.ed.uiuc.edu/ccdece/ccdece.html

The Center for Career Development in Early Care and Education strives to improve the quality of care and education for young children by creating viable career development systems for practitioners. The center provides technical assistance, training delivery, research, and information dissemination activities that are designed to help states, local communities, and education institutions meet the needs of children and families.

National Center for Children in Poverty, Columbia University School of Public Health
http://cait.cpmc.columbia.edu/dept/nccp/

The National Center for Children in Poverty encourages interdisciplinary thinking at the national, state, and local levels and emphasizes the needs and opportunities for early intervention with young children (birth to five years) and their families living in poverty. Online resource briefs are available on management, supervision, staff development, early childhood care and education, child and family health, and family and community supports.

Work and Family Clearinghouse, Women's Bureau
http://www.dol.gov/dol/wb

The Work and Family Clearinghouse of the U.S. Department of Labor Women's Bureau provides statistical information on the status of women in the work force. The Clearinghouse provides reports, fact sheets, and publications on resources available to women. It also conducts seminars and workshops on issues relating to women, such as nontraditional jobs, work and family issues, child and dependent care, women business owners, and women's job rights.

Zero to Three
http://www.usakids.org/sites/z3.html

A national organization dedicated solely to infants, toddlers, and their families and directed by a board of multidisciplinary experts, Zero to Three gathers and disseminates early childhood information. The organization provides various publications, a self-titled journal, an annual National Training Institute, specialized training opportunities, and technical assistance to local and national communities.

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